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IDENTIFIERS	*Louisiana

ABSTRACT

A manual for the Louisiana Summer Reading Program is presented in 14 sections with a western theme and illustrations. An evaluation form, a 1995 calendar, and a list of audiovisual materials with addresses and prices are also provided. Section 1 discusses promotion, publicity, and programs; and includes sample news releases; program ideas, and recipes. Library decorating ideas and terms are covered in the second section, with directions for making decorations. Section 3 provides storytime planners divided into the following categories: toddlers; preschool-kindergarten; first-third grades; fourth-fifth grades; sixth grade; and all ages. The fourth section presents sample activities and project descriptions. Section 5 contains coloring pages and handouts. Section 6 supplies directions for making costumes. Section 7 provides a sampling of crafts with directions. Section 8 contains fingerplays, and section 9, talks about flannelboard projects. Games, riddles, and puzzles are covered in the 10th section. Section 11 is a sampling of poetry. Puppets and puppet plays are presented in section 12. Section 13 contains songs; section 14 provides stories. The 15th section is a list of resources; highlights include the following: magnets; crafts catalog; quilting; audio; square dancing record supplier; The Louisiana Square Dance Association 1994 LSDA Directory of Member Clubs; and the Hand Weavers Guild of America, Inc. (Contains 483 references.) (AEF)

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READING ROUND-UP
ROPE A GOOD BOOK

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Louisiana Summer Reading Program 1995 Manual

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LOUISIANA SUMMER READING PROGRAM
1995 MANUAL

READING ROUND-UP
ROPE A GOOD BOOK!

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Thomas F. Jaques
State Librarian

Library Development Division
State Library of Louisiana
P.O. Box 131
Baton Rouge, LA 70821-0131
(504) 342-4931

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   - All Ages

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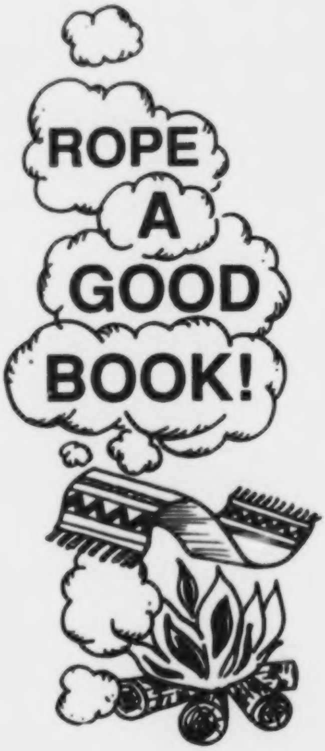

ACKNOWLEDGMENT

This year marks the twelth anniversary of the Louisiana Summer Reading Program. In these years, it has developed into one of the country's best Summer Reading Programs. The Program has been a success from its beginning: the number of children participating and the number of libraries participating has increased significantly since 1984. It won the prestigious John Cotton Dana award in 1984 and again in 1988. The quality of the artwork and the incentives remains outstanding.

The 1995 Summer Reading Program Committee has worked hard and contributed much of their time and skill to planning this year's manual. Their vision and creativity is appreciated by everyone. Thanks to this year's committee for making it possible to say once again, "Every year the Summer Reading Program gets better."

Dorothy J. White
State Library of Louisiana

1995 Summer Reading Program Committee

Ann Davis, Chair
St. Bernard Parish Library

Barbara Brand
St. Tammany Parish Library

Jackie Choate
Vermillion Parish Library

Pamela Guillory
Pine Prairie Branch

Laura Hebert
St. Martin Parish Library

Roxanna McCormic
Vernon Parish Library

Margaret MacDonald
East Baton Rouge Parish Library

Mildred Osborne
DeSoto Parish Library

Cyndy Robertson
East Carroll Parish Library

Gay Yerger
Madison Parish Library

Louisiana Summer Reading Program Themes

1984*	Reading and All That Jazz
1985	Find Your Own Adventure—Read!
1986	Reading Is Magic
1987	Castle Quest
1988*	Summer Safari
1989	The Circus Comes to Town
1990	Louisiana Libraries: Festivals of Reading
1991	Summer Treasure: Find It At Your Library
1992	Grins and Giggles at the Library
1993	All Aboard for Summer Fun! Departing 1993
1994	A Star-Spangled Summer: Read, White and Blue
1995	Reading Roundup—Rope a Good Book
1996	Go for the Gold . . . Read!

* John Cotton Dana Public Relations Award

Workshops

Ann Davis, the leader of this year's workshops, is the Assistant Director and Children's Services Librarian at St. Bernard Parish Library. She has 12 years experience in libraries, nine of them in public libraries serving children. Ann has coordinated and conducted a variety of workshops and outreach programs on children's services.

Many thanks to Ann and the talented staff members at the St. Bernard Parish Library, Janet Perez, Betty Hoover, and Jean Antoine, for their help with the workshop and this manual. Thanks also to Donnis Davis, Ann's husband and "Honey Do" volunteer, for his computer work, graphics, signs, and artistic contributions.

Bulletin Board Designs and Decorating Ideas

The Summer Reading Program Committee once again wishes to thank Chris Menard and the staff of the Lafayette Public Library for their contributions to this year's manual. Their artistic talents are greatly appreciated.

Additional Acknowledgments

Grateful acknowledgment is made to everyone around the state who contrituted items and ideas for the 1995 Summer Reading Program Manual.

Printing

The Summer Reading Program poster, bookmark, booklog, and reading certificate were printed by Franklin Press, Baton Rouge. The incentives (T-shirt, bookbag, and button) were printed by The Screenporch, Ponchatoula.

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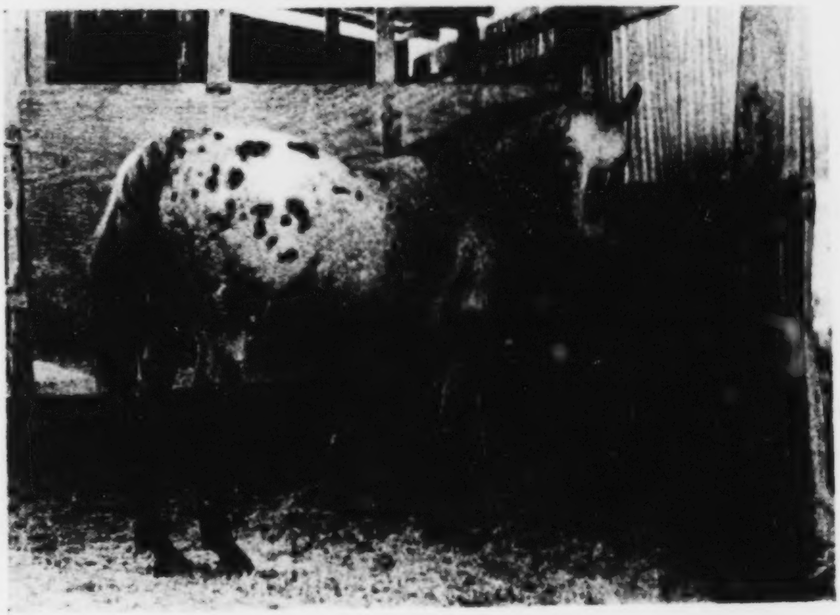
T. J. HURST

The designs for the 1995 Reading Roundup artwork were created by T. J. Hurst, a native of Jonesboro, Louisiana. T.J. holds a bachelor of arts degree in advertising design from Northeast Louisiana University. For five years she was a commercial artist for the Cottrell Design Studio in Monroe. She is now the art director for *The Jackson Independent*, a newspaper serving Jonesboro and Jackson Parish.



"Rascal"

This is "Rascal," my Appaloosa who inspired my design. I thought you might enjoy "meeting" him. He's something else—I think he almost can read. He stops and looks at road signs and posted signs when we're riding, as if he's reading every word!

TJH

1995 LOUISIANA SUMMER READING PROGRAM
EVALUATION FOR PARISH OR SYSTEM

Thank you for completing this form. Please compile the information for all branches and send in on one form. If you have any questions, call Dorothy White at (504) 342-4931. Please return no later than *September 1, 1995* to:

Dorothy White
Summer Reading Program
Library Development Division
State Library of Louisiana
P.O. Box 131
Baton Rouge, LA 70821-0131

Name of Library: ______________________________

Name and title of person coordinating program systemwide:

____

I. GENERAL

Number of weeks program lasted: ______________________________

Inclusive dates of program: ______________________________

Budget for program (include supplies and materials as well as performers):

____

Please describe or attach a copy of your requirements for a child to earn a certificate.

II. STATISTICS

Number of children registered: ______________________________

Number of children earning a certificate: ______________________________

Number of children's books circulated
during the months of the summer reading program: ______________________________

Number of programs ______________________________
(include story hours, library programs, performing artists, and others):

Total number of children attending these events: ______________________________

III. PUBLICITY

Check each of the following ideas used:

_______ School visits
_______ Television
_______ Radio
_______ News releases
_______ Church bulletins
_________ Bookmarks
_________ Posters & flyers
_________ Displays & exhibits
_________ Club/civic visits
_________ Other (please specify)

Did the manual give you enough publicity suggestions and help? ______________________

IV. PROGRAM

How do you rate this year's summer reading program?

_______ Very successful
_______ Successful
_______ Less than successful

Describe your kickoff program:

Please list special programming events and the performing artists, workshop presenters, or other presenters scheduled during the summer.

Briefly describe your most successful event.

Describe your closing program.

Did the manual give you enough programming ideas? _______________________________

Did you use 16mm films in your programming this summer? __________________________

Is the State Library's collection of 16mm films

_______ Excellent
_______ Adequate
_______ Inadequate

Other comments:

IV. PRE-READERS

Did you have special programs for pre-readers? If so, describe.

V. YOUNG ADULTS

Did you have special programming for young adults? If so, describe.

VI. INCENTIVES

Describe your use of incentives (What? When?)

VII. MANUAL

Which sections of the manual were most useful?

What additions/improvements/deletions would you like to see in future manuals?

Please suggest themes for future years. Include ideas for storytime planners and activities.

VIII. ADDITIONAL COMMENTS

What did you do this year that was particularily successful? What did you use that you had not used previously (programs, methods, publicity, and so on)?

Calendar

January 1995

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 New Year's Day	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 Martin Luther King, Jr.	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December 94

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 95

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

February 1995

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2 Groundhog Day	3	4
5	6	7	8	9	10	11
12 Lincoln's Birthday	13	14 Valentine's Day	15	16	17	18
19	20 President's Day	21	22 Washington's Birthday	23	24	25
26	27	28 Mardi Gras				

January

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

March 1995

February

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

April

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Ash Wednesday	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17 St. Patrick's	18
19	20 Spring begins	21	22	23	24	25
26	27	28	29	30	31	

April 1995

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 April Fools Day
2 Daylight Savings--set ahead 1 hour	3	4	5	6	7	8
9 Palm Sunday	10	11	12	13	14 Good Friday	15 Passover
16 Easter	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

March

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

May 1995

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	*2*	*3*	*4*	*5* Cinco de Mayo	*6*
7	*8*	*9*	*10*	*11*	*12*	*13*
14 Mother's Day	*15*	*16*	*17*	*18*	*19*	*20* Armed Forces Day
21	*22*	*23*	*24*	*25* Ascension Day	*26*	*27*
28	*29* Memorial Day (Observed)	*30*	*31*			

April

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

June

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

June 1995

May

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

July

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	*2*	*3*
4 Pentecost	*5*	*6*	*7*	*8*	*9*	*10*
11	*12*	*13*	*14* Flag Day	*15* Corpus Christi	*16*	*17*
18 Father's Day	*19*	*20*	*21* Summer begins	*22*	*23*	*24*
25	*26*	*27*	*28*	*29*	*30*	

July 1995

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4 Independence Day	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

August

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 1995

July

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	*2*	*3*	*4*	*5*
6	*7*	*8*	*9*	*10*	*11*	*12*
13	*14*	*15*	*16*	*17*	*18*	*19*
20	*21*	*22*	*23*	*24*	*25*	*26*
27	*28*	*29*	*30*	*31*		

September

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September 1995

August

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

October

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 Labor Day	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23 Autumn begins
24	25 Rosh Hashanah	26	27	28	29	30

October 1995

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	*2*	*3*	*4* Yom Kippur	*5*	*6*	*7*
8	*9* Columbus Day (Observed)	*10*	*11*	*12*	*13*	*14*
15	*16*	*17*	*18*	*19*	*20*	*21*
22	*23*	*24*	*25*	*26*	*27*	*28*
29 Daylight Savings--set back 1 hour 30	*30*	*31* Halloween				

September

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

November 1995

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7 Election Day	8	9	10	11 Veterans Day
12	13	14	15	16	17	18
19	20	21	22	23 Thanksgiving	24	25
26	27	28	29	30		

October

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

December 1995

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	*2*
3	*4*	*5*	*6*	*7*	*8*	*9*
10	*11*	*12*	*13*	*14*	*15*	*16*
17	*18* Hanukkah	*19*	*20*	*21*	*22* Winter begins	*23*
24	*25* Christmas	*26*	*27*	*28*	*29*	*30*
31 New Year's Eve						

November 95

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

January 96

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Promotion Publicity and Programs

PROMOTION AND PUBLICITY

- If you register the children by ages groups, some suggestions for names for these groups are:

Lone Rangers	Broncobusters
Tenderfoot	Tumbleweeds
Mavericks	Doggies
Cowboys	Cowgirls
Outlaws	Cattle Drivers
Cattle Ranchers	Trail Drivers

- Make a western bibliography of books your library owns. Suggested text for top of list:

  "Howdy partners! Saddle up and head to the library for some rip-roaring wild west adventures in these books. If you have trouble rounding up any of the books on this list, ask the librarian for help."

  (Idea borrowed from a bibliography at the Pamunkey Regional Library, Virginia.)

Sample News Release

NEWS RELEASE

DATE:

SUBJECT:

RELEASE DATE:

FOR FURTHER INFORMATION, CONTACT:

Name of Librarian
Library
Address
Telephone Number

In all corners of the state, in cities large and small, Louisiana's children will soon be invited to a Reading Roundup at their local public library for a fun-filled summer of reading enjoyment.

"Reading Roundup: Rope a Good Book" is this year's theme for the Louisiana Summer Reading Program. Registration will begin on <date> at the ___________ Parish Library. Registration is also being held at the branch libraries, which include __________________. For more information, call the ___________ Parish Library at ______________.

The Summer Reading Program is designed to encourage young readers and to enhance their reading skills. Participation also assists development of the preschool child's listening skills and helps the school age child maintain reading skills. Reading certificates are awarded to children who reach their goal.

Sample News Release

NEWS RELEASE

DATE:

SUBJECT:

RELEASE DATE:

FOR FURTHER INFORMATION, CONTACT:

Name of Librarian
Library
Address
Telephone Number

The ________________ Parish library announces that registration for the 1995 Summer Reading Program will begin on <date>. All children ages _______ to _______ are invited to participate in the program which includes storyhours, special group activities, games, and puzzles.

The theme for the 1995 program is "Reading Roundup: Rope a Good Book" and was developed by a statewide committee for use in the public libraries of Louisiana. Sponsored jointly by the _____________ Parish Library and the State Library of Louisiana, the program attracts many children to participate. In 1994, _______ children in _____________ Parish registered for the program.

"The Summer Reading Program is designed to encourage children's enjoyment of books and reading," commented Library Director ________________. The "Reading Roundup" will continue through the summer ending on <date>.

Sample News Release

NEWS RELEASE

DATE:

SUBJECT:

RELEASE DATE:

FOR FURTHER INFORMATION, CONTACT:

Name of Librarian
Library
Address
Telephone Number

Children around the state are going to their parish library for a reading roundup where they will sign up to participate in the Summer Reading Program, which is in its 12th consecutive year. The theme for the 1995 program is "Reading Roundup: Rope a Good Book."

The Summer Reading Program is important in several ways: it emphasizes recreational reading and fosters an enjoyment of books and other library materials; it reminds children that the library is a place of entertainment as well as an educational resource; and it offers a change of pace from school-year patterns and demand, while helping children improve their reading skills over the summer.

Children who have visual impairments and who check out books from the State Library's Blind and Physically Handicapped Section are also encouraged to participate. For further information about this part of the Summer Reading Program, call (800) 543-4702.

The 1995 Summer Reading Program is sponsored jointly by the Parish Libraries and the State Library of Louisiana.

Sample News Release

NEWS RELEASE

DATE:

SUBJECT:

RELEASE DATE:

FOR FURTHER INFORMATION, CONTACT:

Name of Librarian
Library
Address
Telephone Number

This summer, _______ children in _____________ Parish registered for the Summer Reading Program at the library, and checked out ______ books from the children's section. Story hours, group activities, and special performers were presented for the children during the ____-week program.

When the children completed reading their books, they wrote their name on a ___________, which was then put on a specially decorated bulletin board in the Children's Room. The children were awarded prizes throughout the summer for reading, and at the conclusion of the program, they also received a special certificate. Prizes were also given out at the closing party.

Children who completed the requirements for a certificate include: <list>.

Local prize contributors include: <list>.

According to Library Director <name>, children's programming will continue this fall <include plans and dates>.

PROGRAMS

Program Ideas

- Square Dancing
- Line Dancing
- Songs—Have a campfire sing-a-long
- Pecos Bill Day
- Native American Programs
- Quilting
- Weaving
- Stick Horses
- 4-H Programs
- Laura Ingalls Wilder
- Frontier Lore
- Frontier Life
- Knots, Ropes, or Braiding
- Desert Animals

- Have a country and western radio station broadcast from your library!

- Have a one horse Trail Ride—the children dress like cowboys and follow the "Lone Librarian," who could be riding a real horse or a stick horse around the library (outside or inside).

- Try to kick up the dust with a Snail Race!

- Plan an American Indian Exhibit. Display Indian art, Kachina dolls, Navaho blankets and silver jewelry, Zuni Pottery vessels, hand-carved totem poles, as well as items from local Indian tribes. A craft program might include "pinch" or "coil" methods of making clay pots, sandpainting. Other ideas for stories and activities are listed in *Celebrate! Holidays, Puppet and Creative Drama* by Tamara Hunt and Nancy Renfro. Austin, TX: Nancy Renfro Studios, 1987 (pp. 108-109). More program ideas are on p. 48 in Karan Gleason's *Factivities*, Carthage, IL: Good Apple, 1991. ISBN 0-86653-601-9.

- Schedule a film festival of western movies and invite everyone to "dress western."

- Place a big wanted poster out in the community telling children to come into the library and join the Summer Reading Club.

- Have a program with "Gold" as the theme. For ideas, use the storyplanner on page 3—13, "All That Glitters Is . . . Gold!" Other ideas include Goldilocks, the Golden Fleece, or These Happy Golden Years. As an outdoor activity, set up an area where the children can "pan for gold." Spray some pebbles gold and put in a broad, shallow container (perhaps a child's wading pool) with clean sand and water, and then use a sand sifting pan to "pan for gold."

- Have a program on connecting the west. Some examples are: the telegraph and how it works, including a demonstration of Morse Code; the Pony Express; Railroads; a display of what items settlers would have taken in their covered wagons.

- Invite children to design a bookmark using the theme as a contest. For judging, divide the entries by age group.

6th Grade and Up Programs

- Have a **Line Dance** program. Ask a local dance instructor to teach several line dances.

- A **T-shirt** decoration program would be fun. Decorate the T-shirts with the western theme, using paints, beads, bandannas, or material.

Barbecue Jamboree

Have a western jamboree—complete directions for songs, recipes, crafts, how to create the sound of horses' hooves, and other miscellaneous facts are in *Kids Make Music! Clapping & Tapping from Bach to Rock!* by Avery Hart and Paul Mantel, © 1993, published by Williamson Publishing, P.O. Box 185, Charlotte, Vermont 05445, (800) 234-8791, ISBN 0-913589-69-1.

Cowboy and Indian Party

McCall's Giant Golden Make-it Book by John Peter (Western Publishing Company, Inc., 1220 Mound Ave., Racine, Wisconsin 53404 414/633-2431) includes directions for a cowboy and Indian party, with patterns for place settings, a stagecoach, hats, and so on.

Western Rodeo Party

Things to Make for Children (Lane Book Co., 1964) includes directions for a Chuckwagon Party (p. 23) and a Western Rodeo Party(p. 25).

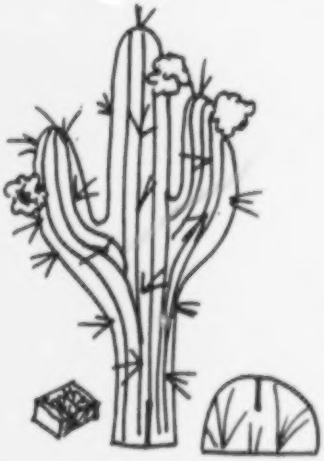
A Western Round-Up Birthday Party For Kids

As a theme for birthday parties for little kids, think "western" and let 'er rip!

Cactus Decoration

For this attractive stand-up "cactus" complete with spines, you'll need: foam core (posterboard with foam sandwiched in the middle) at least 4' high, green poster paint, pink tissue paper, toothpicks, craft knife, and sponge brush.

To assemble, draw a large cactus shape (4' or larger on the foam core cardboard). Cut out carefully with a craft knife. Use sponge brush to streak green paint vertically on cactus. Cut circle, 6" in diameter, out of pink tissue paper. Pinch and gather paper at the center of circle to form a flower. Attach it at top of cactus. Stick toothpicks into foam core around the edges of your "cactus" and at intervals throughout figure to form spines. (You may need to glue the toothpicks if they do not stick into the foam securely.)



Cut triangle about 1 1/2"-2" tall from the scraps of foam core cardboard and attach to cactus back so it will stand alone. You can also brace the figure with large rocks.

Paper Bag Cowboy Vests

Each young guest can decorate his or her vest with markers. To make each vest, cut the bottom from a large paper bag. Cut bag open vertically if glued seam. (Cut off remaining part of the seam.) Lay bag flat. Fold each side to meet in the center like a vest. Cut out neck, large armholes, and rounded edges at bottom of each side in front. Glue shoulder seams. Cut parallel slits all around bottom and around rounded edges of vest's front-bottom to form fringe. Draw a star-shaped sheriff's badge on one side of the vest.

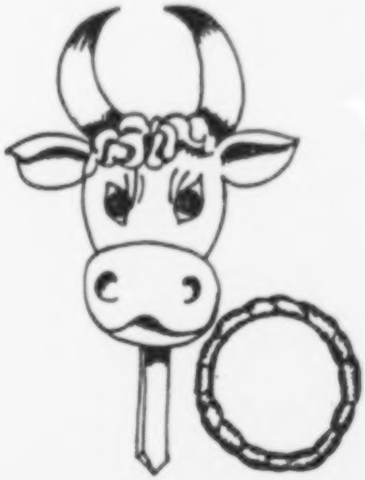
Cow Milking Game

Children will enjoy milking this cow. You'll need a 2' x 3' sheet of foam core or plywood, rubber glove, markers, and a picture of a cow (from a coloring book) to serve as a pattern. You can use an opaque projector (libraries or churches have these) to enlarge the cow's picture to poster size. Draw cow to fill foam core. (Do not draw udder.) Use markers to outline, put in details, and color cow. Use a craft knife to slit along leg and back abdomen where the udder would be. Slip rubber glove into slit. Attach it on back. To prepare cow for milking, fill the glove with liquid. Close the top of glove. (Tie end opposite fingers in a secure knot, or close it with rubber band or bag tie.) Punch a small hole at end of each finger, then allow children to "milk" the glove-uddered cow.

Roping The Steer

A variation on the traditional ring toss game, you'll need heavy cardboard, posterboard, foam core or plywood, a 3' length of furring strip, wooden stick or broom handle with a point filed on the end, heavy wire or coat hanger, and some heavy rope.

Reproduce a long-horned steer's head on the cardboard or posterboard. Make sure that the horns protrude 5-6" from the head. Cut out the head with a craft knife. Draw in the steer's features with markers. Mount head on strip so that head stands upright for an indoor game. Place the stick end into a container filled with rocks, or three or four inches into lawn for an outdoor game.



For lariat circle, bend heavy wire or coat hanger wire into a 6"-diameter circle. Push wire into a length or rope, weaving rope so that wire is covered. Secure wire; glue rope so that the circle is complete and no sharp ends of wire protrude.

To play the game, children stand 2-3' from the steer's head, then toss the wire/rope circle over steer's horns.

Horseshoes

Horseshoes adapt well to indoor play. You'll need a cardboard cereal box, a cardboard tube (one that might come with paper towels, waxed paper, or foil, for instance), and posterboard or cardboard. Place the empty cereal box on its side, taping the once-opened end of the box closed. Trace the circular end of the cardboard tube in the middle of the horizontal top of the cereal box. Cut along the inside of the traced circle. Set the cardboard tube upright in the cut-out circle. The tube should sit snugly. Tape it in place, then paint or cover the tube and box to decorate, if you wish.

Next, cut horseshoe shapes from posterboard or cardboard. Make sure they're large enough to fit around the cardboard tube. You may want to weight the horseshoes with paper clips—one on each end and one in the center. Children can toss the cardboard horseshoes to "ring" the cardboard tube.

Hopscotch

This game takes a minimum of equipment and preparation. Using masking tape, outline a hopscotch diagram on your game room or family room carpet or vinyl floor. Children can use coins, keys, or other small, flat, throwable items as hopscotch markers.

From *Fun at Home with Dian Thomas*, by Dian Thomas. Holladay, UT: Dian Thomas Co., 1993. Used by permission.

RECIPES

Peanut Butter Brigade

Firecrackers: Spread peanut butter on graham crackers, mini-bagels, pita triangles, or tortillas. Top with candy pieces or coconut.

Drum Rolls: Spread 2 tablespoons peanut butter over one 6- or 7-inch flour tortilla. Top with 1 tablespoon apple butter, orange marmalade, or any jam or jelly. If you like, sprinkle with 1 tablespoon chopped apple, raisins, or sunflower nuts. Roll up tortilla. (Or, fold it over and cut it into wedges.)

Fife and Drum Dip: Stir 2 tablespoons peanut butter and 1 tablespoon toasted coconut into one 8-ounce carton vanilla yogurt. Use as a dipper for apple or pear slices or strawberries. (Or, eat it plain.)

Cheese and Carrot Corps: Stir together ¼ cup whipped cream cheese and peanut butter. Add 2 tablespoons shredded carrot. Spread on toasted raisin bread or bagels.

Spirited Spread: Spread peanut butter on banana, apple, peach, or cucumber slices or carrot or celery sticks. (Or, if you like, skip the spreading and dip them!)

Triple Dream Shake

Orange Banana

In a blender container combine ½ cup orange juice, ½ of a medium banana, cut up, 2 or 3 ice cubes, and 1 tablespoon nonfat dry milk powder. Cover and blend till mixed. Serve right away. Makes 1 serving.

Cranberry Catch

Prepare as directed above, except substitute ½ cup cranberry juice cocktail for orange juice.

Pep Rally Pineapple Shake

Prepare as directed above, except substitute ½ cup unsweetened pineapple juice for orange juice. If you like, sprinkle with toasted coconut.

Tomato Tune-Up

In a small saucepan combine 1 6-ounce can tomato juice and ¼ cup lemonade. Bring to boiling. Pour into mug. Makes 1 serving. Or, combine tomato juice and lemonade in a microwave-safe mug and heat for 2 to 3 minutes. Or, combine chilled tomato juice and lemonade and serve over ice.

Winning Waffles

Wonderful Wafflewich: Toast 2 frozen waffles according to package directions. Spread 1 waffle with 1 tablespoon peanut butter. Arrange 1 small banana, sliced, on top of peanut butter. Top with second waffle. Cut in half. Makes 1 serving.

Sugar-and-Spice Waffles: Combine 1 teaspoon sugar and a pinch of cinnamon. Toast 2 frozen waffles. Sprinkle sugar mixture over waffles. Squirt pressurized dessert toping on waffles. Sprinkle with chopped pecans. Serves 2.

Pie à la Mode Waffles: Toast 2 frozen waffles. Heat ¼ cup fruit pie filling in a small saucepan till warm. Place some ice cream on each waffle. Spoon pie filling over ice cream. Makes 2 servings.

Yo-Go Waffles: Toast frozen waffles. Top with vanilla or fruit-flavored yogurt. Sprinkle with chopped fruit and chopped nuts. Makes 2 servings.

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Navaho Fry Bread

Serve and give evetyone a copy of the recipe.

Reprinted with permission from **Kids Learn America** by Patricia Gordon & Reed C. Snow © 1992, Williamson Publishing Company, Charlotte, VT 05445, (800) 234-8791.

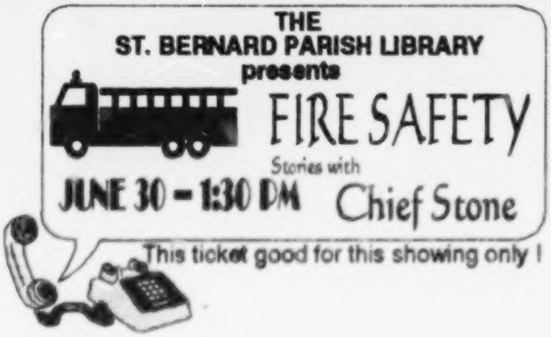
The Navajo culture is an important part of the rich New Mexico traditions. Everyone will want a second helping of these yummy rounds of bread.

Here's what you need:

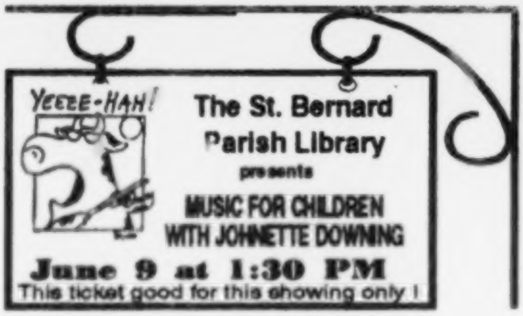
- 4 cups flour
- 1 cup powdered milk
- 8 teaspoons baking powder
- 2 teaspoons salt
- 2 cups warm water
- cooking oil

Here's what you do:

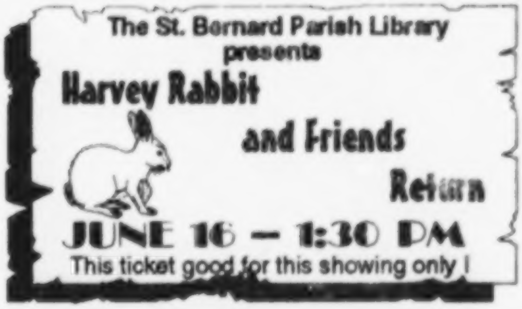
Mix dry ingredients well and then add the water gradually. Use your hands (clean ones, of course!) to knead into a soft dough, but not sticky. Pinch off pieces of the dough and pat out into 2-inch circles about ¼ inch thick. Ask an adult to help you fry them in hot oil until brown, turning once. Drain on a paper towel and take your choice — sprinkle lightly with salt, or spread with your favorite jam or honey. Delicious!



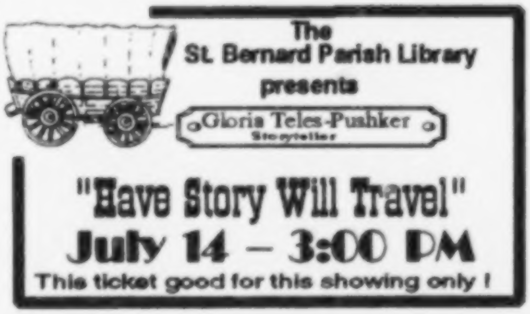
THE
ST. BERNARD PARISH LIBRARY
presents
FIRE SAFETY
Stories with
Chief Stone
JUNE 30 – 1:30 PM
This ticket good for this showing only !



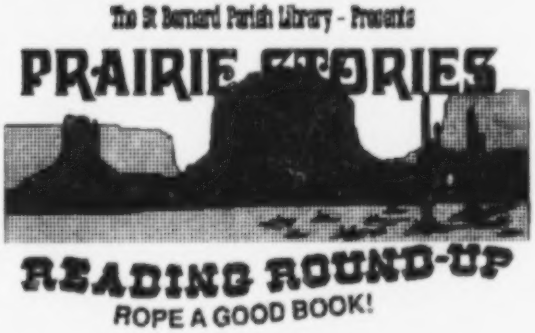
The St. Bernard
Parish Library
presents
MUSIC FOR CHILDREN
WITH JOHNETTE DOWNING
June 9 at 1:30 PM
This ticket good for this showing only !



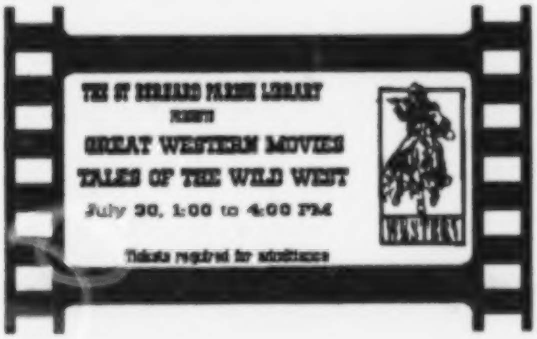
The St. Bernard Parish Library
presents
Harvey Rabbit
and Friends
Return
JUNE 16 – 1:30 PM
This ticket good for this showing only !



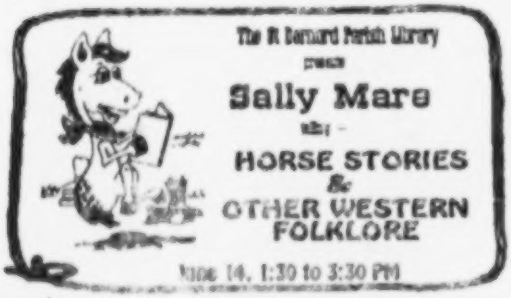
The
St. Bernard Parish Library
presents
Gloria Teles-Pushker
Storyteller
"Have Story Will Travel"
July 14 – 3:00 PM
This ticket good for this showing only !



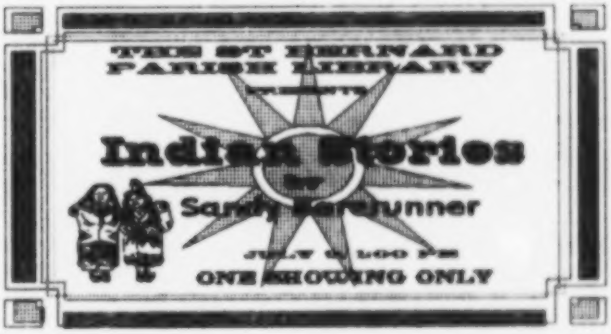
The St Bernard Parish Library - Presents
PRAIRIE STORIES
READING ROUND-UP
ROPE A GOOD BOOK!



THE ST BERNARD PARISH LIBRARY
PRESENTS
GREAT WESTERN MOVIES
TALES OF THE WILD WEST
July 30, 1:00 to 4:00 PM
Tickets required for admittance



The St Bernard Parish Library
presents
Sally Mare
[illegible] -
HORSE STORIES
&
OTHER WESTERN
FOLKLORE
June 14, 1:30 to 3:30 PM



THE ST BERNARD
PARISH LIBRARY
PRESENTS
Indian Stories
by
Sandy [illegible]unner
JULY [illegible] 1:00 PM
ONE SHOWING ONLY

Thanks for all your
dedicated help !!!!

READING ROUND-UP
ROPE A GOOD BOOK!

Much Obliged, there friend.......

READING ROUND-UP
THANKS PARTNER
HOPE A GOOD BOOK

Thanks, Mooooooch

Decorating the Library

DECORATING THE LIBRARY

Decorating Ideas

Western Hats
Bales of Hay
Ropes
Bandannas
Spurs
Bed Rolls
Enamel Coffee Pot
Brands
Horseshoes
Coyotes
Prairie Dogs
Boots
Guitar
Gingham
Lasso
Burlap
Wagon Wheels
Saddles
Tumbleweeds
Post and Rail Fence
Cactus
Wishing Well
Sheriff Stars

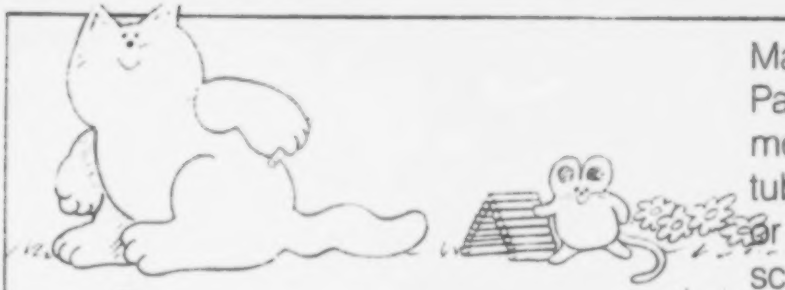
Terms

Chuck Wagon
Stagecoach
Ghost Town
Ghost Rider
Rodeo Clowns
Pioneers
Trail Rides
Farmers
El Camino Real
Long Horn
Stampede
Cattle
Trading Post
Homespun
Ranch
Dude Ranch
Indian Summer
Ranchers
Settlers
Horses
Chisholm Trail
Chow
stockyard
Summer Stampede
Campfire
Homesteads

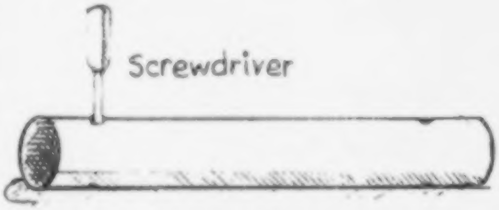
- Hang Native American Wind Shields around the Children's Room. Four different designs are available from the Upstart catalog (p. 31). Each wind shield is 10" round by 30" long and is made of fade-resistant ripstop nylon. Cost: $19.95 each.

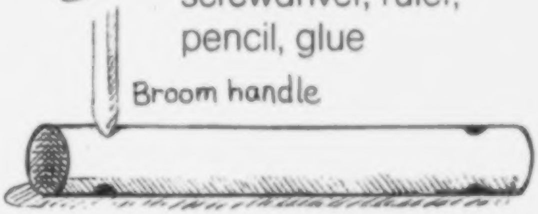
- A Reading Tepee can be ordered from the Demco Company. It is 5' tall by 5' in diameter and comes undecorated. Cost: $62.95.

- Cardboard Tube Wigwam (directions on next page)



Materials:
Paint, shellac, 25 or more large cardboard tubes, 4 large dowels or old broom handles, screwdriver, ruler, pencil, glue

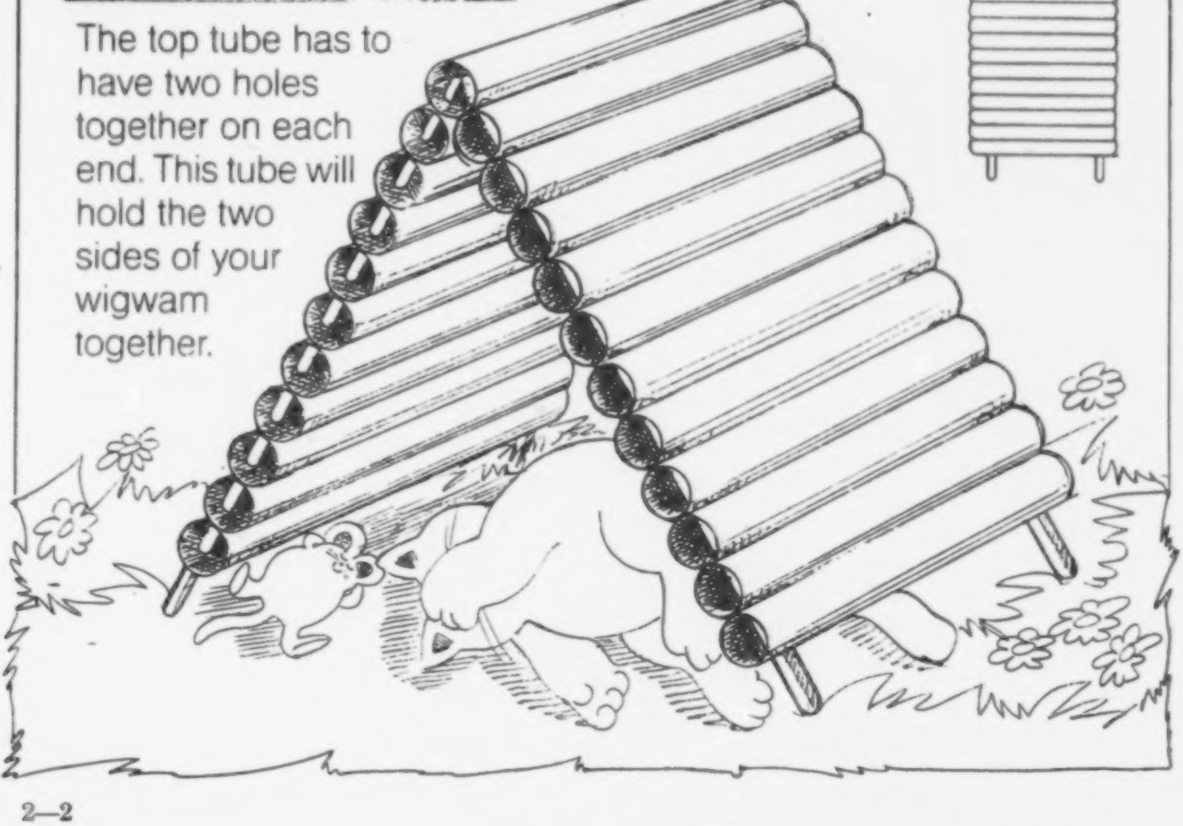




Measure from the ends of each tube and mark exactly where you want each hole. Poke holes through the tube with a screwdriver. Then widen the holes carefully with the rounded end of a broom handle.

Paint and shellac each tube.

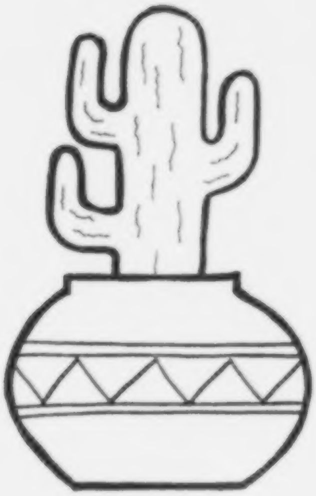
The top tube has to have two holes together on each end. This tube will hold the two sides of your wigwam together.

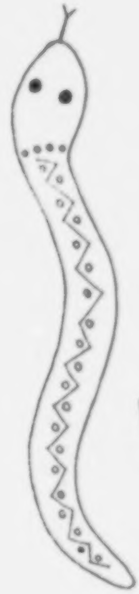


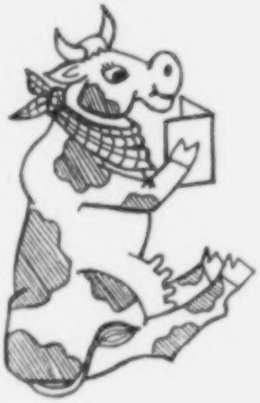
Room Decorations

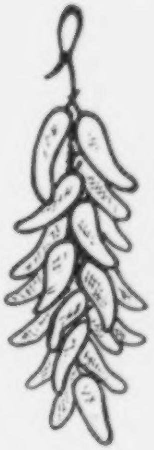
IDEA: Glue wallet sized photos of Reading Club Members to a huge green cactus shape. Title it "Library Family Tree." **idea by Elizabeth Blomquist , Lafayette Public Library**

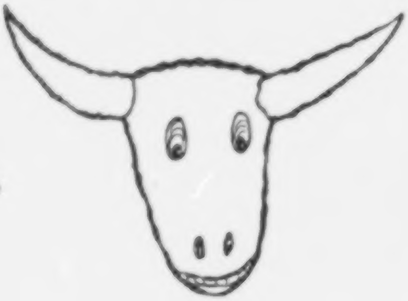
IDEA: Enlarge these patterns on art paper using an opaque projector. Outline in black permanent marker and display them on the walls or bulletin boards.

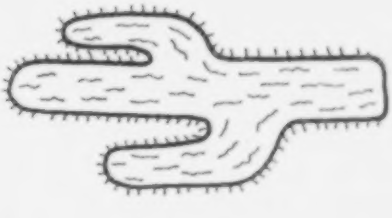


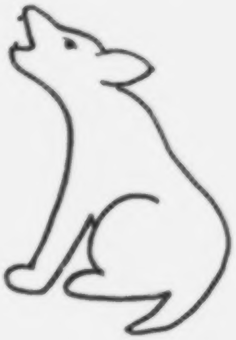


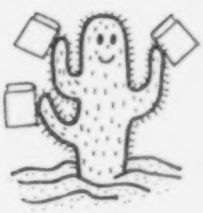


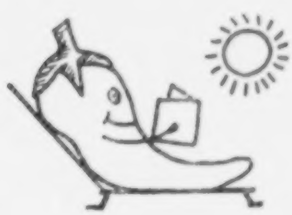


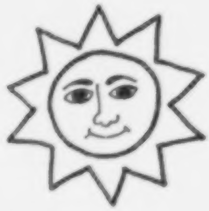












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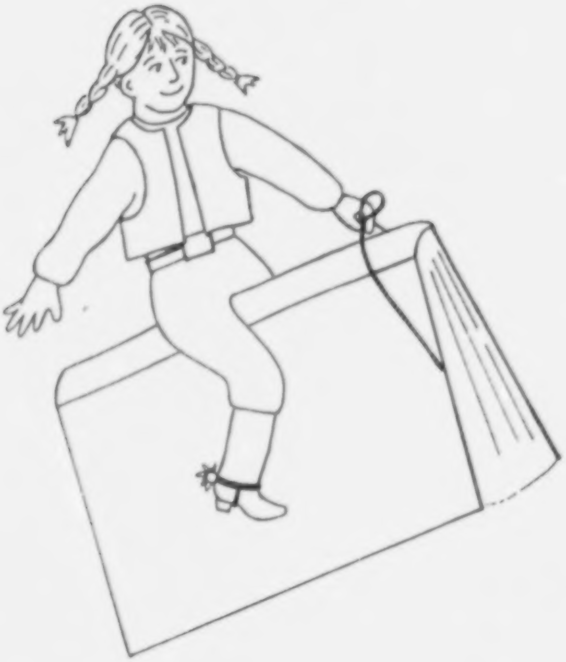
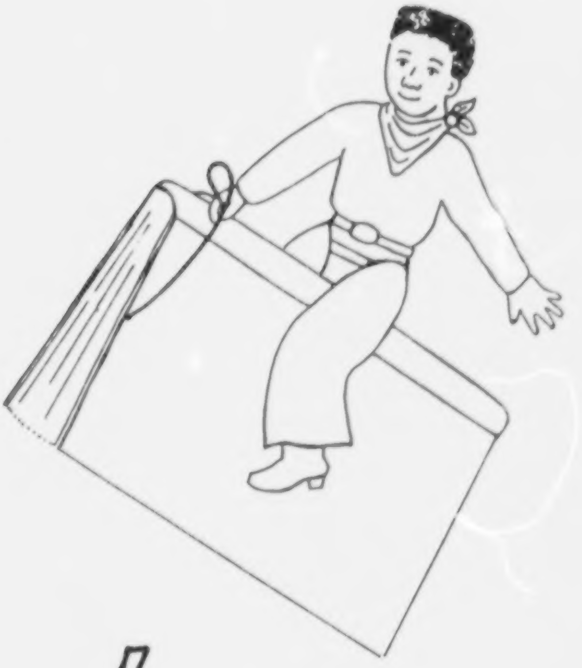
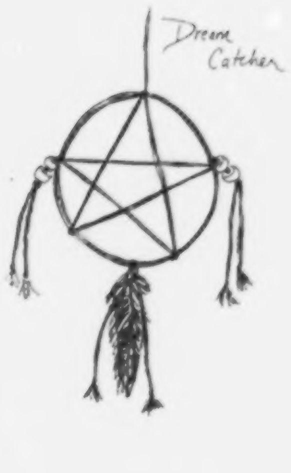
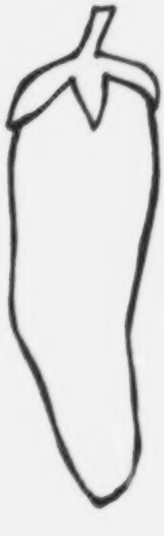
Room Decorations

IDEA: Enlarge these patterns on art paper using an opaque projector. Outline in black permanent marker and display them on the walls or bulletin boards.









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Cactus Decoration

(Supplies are underlined.)

1. Enlarge pattern to 8 1/2" x 11". Cut shape from 3/8 inch plywood. Cut a 1 1/2"x 1 1/2" block from scrap lumber for stand. Use sandpaper to smooth all edges. Note: Foam core or mat board could probably be substituted for plywood.

2. Nail stand to shape using small nails.

3. Coat back and front of shape with gesso or white acrylic paint . Let dry for an hour or two.

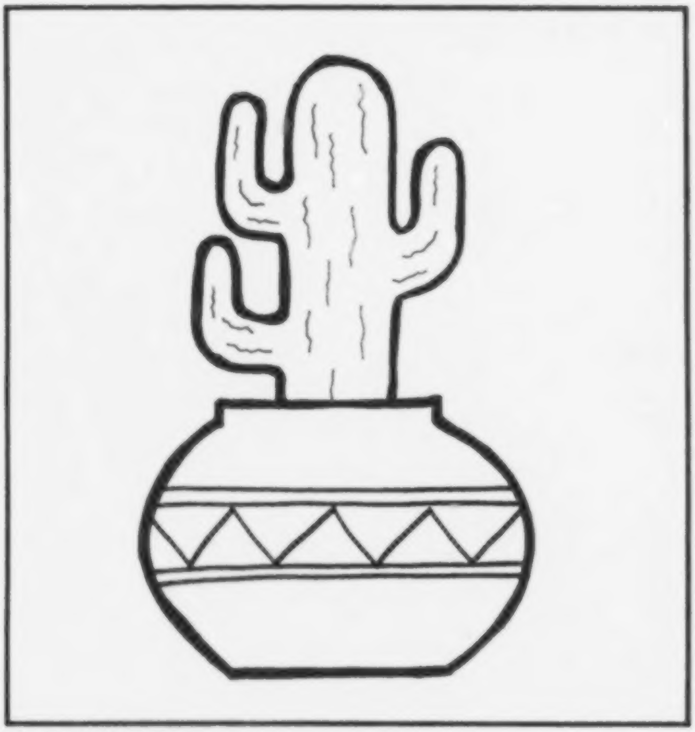
4. Paint cactus front and back with dark green acrylic paint. Let dry. Draw short wiggly lines on cactus with Sharpie marker.

5. Paint pot front and back with mustard yellow acrylic paint. Let dry.

6. Draw design on front with Sharpie marker. Let dry. Paint triangle design using red and blue acrylic paint.

7. Paint stripes of design and top of pot with brown acrylic paint. Let dry.

8. Redraw lines with a permanent marker if necessary.



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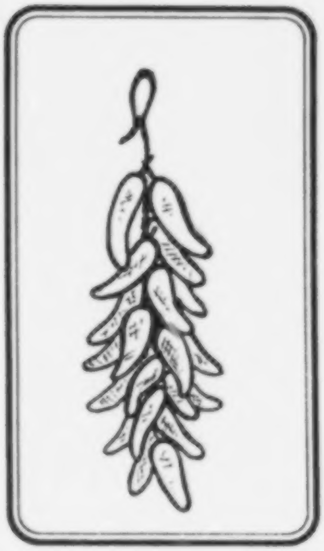
Chile Ristra

(Supplies are underlined.)



Recipe:

1 1/2 cup flour (not self-rising)
1 cup salt
3 teaspoons Listerine
3 teaspoons vegetable oil
1 cup boiling water

Combine flour, salt, and Listerine in a mixing bowl. Next, add vegetable oil and boiling water. Stir with a spoon until mixture is blended. Mixture should not stick to sides of bowl. Allow to cool. Store in plastic bag until ready to use.

Directions:

1. This recipe makes about 20 three to four inch peppers. Form peppers into 3/8 inch thick pieces to accommodate insertion of stem. Place on wax paper.

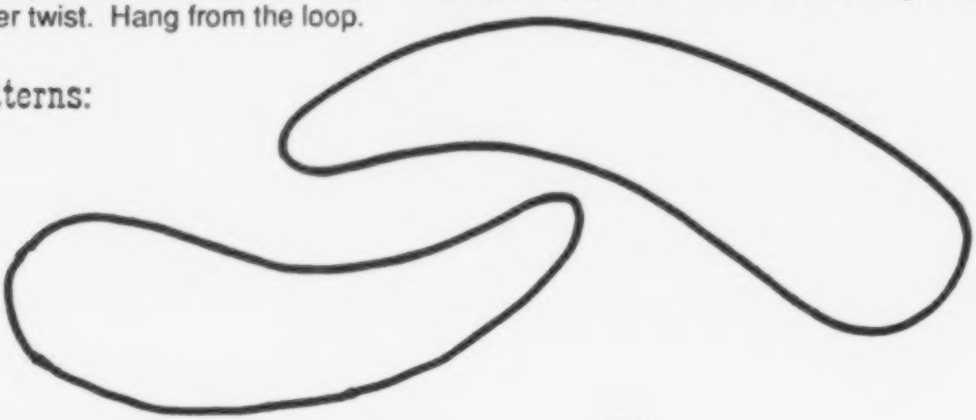
2. Press half of a two-inch piece of green paper twist into pepper for stem. Pepper should be thick enough for paper twist to be enclosed by dough.

3. Let dry undisturbed on wax paper for a week or two.

4. Mix a little bit of brown acrylic paint with red acrylic. Paint peppers on one side. Let dry for about two hours then paint other side. Let dry.

5. First make a loop at one end of the brown paper twist. Then attach the peppers to the length of brown paper twist with a thin wire. Poke holes in the paper twist using a thick needle. Pass wire securely through green paper twist and then through brown paper twist. Hang from the loop.

Patterns:



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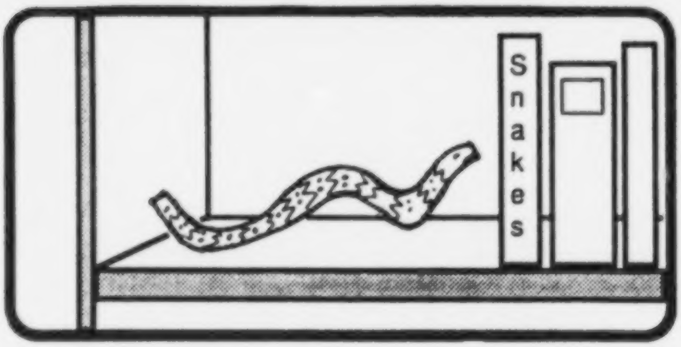
Southwestern Vine Snake

(Supplies are underlined.)



Directions:

1. Cut twisted vine to desired size. Wash and air dry.

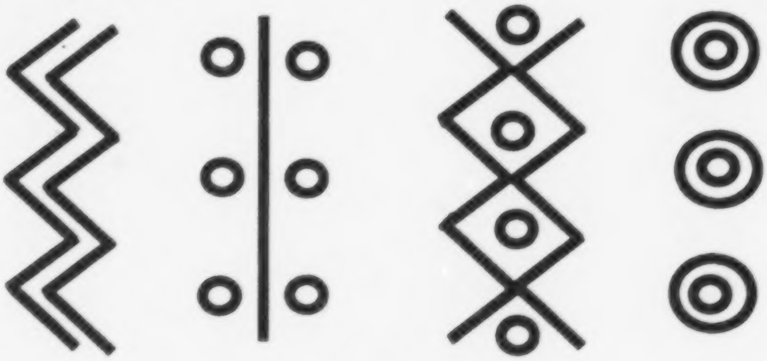
2. Paint with white acrylic. Let dry. Apply a second coat of white acrylic paint. Let dry.

3. Paint with bright red, blue, yelllow and green acrylic paint. Add details such as dots and lines. Let one side dry then paint other side.

4. Place on empty space on book shelf.

(This craft idea was seen at several craft shops, so it also available for purchase.)

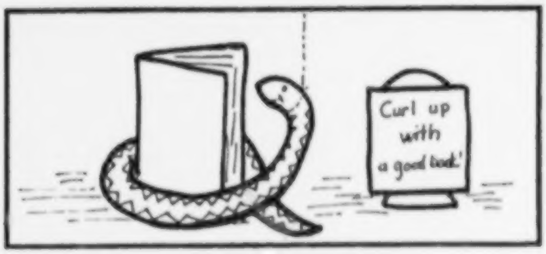
Pattern Ideas:



Christine Menard /Lafayette Public Library

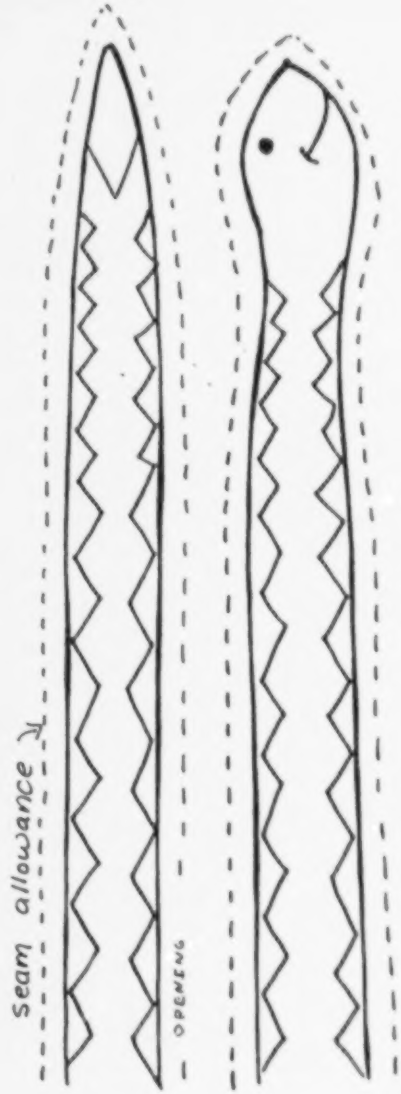
Southwestern Cloth Snake

(Supplies are underlined.)



1. Enlarge pattern. Tape head and tail parts of patterns together. Then pin and cut out two snake shapes out of fabric.
2. Pin right sides of fabric together and sew. Leave an opening of about one to three inches for stuffing. Turn right sides out.
3. Use permanent markers to decorate. Let dry.
4. Use a thin dowel to push polyester fiber filling into snake form. Do not stuff tightly.
5. Sew opening closed with a needle and thread. (Optional: Sew beads for eyes. Sew a forked tongue by leaving thread hanging.)
6. Place on a shelf. Twist snake form around a book and safety pin. Then tie a piece of clear fishing wire around the neck and tape end of wire to shelf above.
7. Enlarge sign and back with poster board. Tape sign to a bookend and place near snake.

Curl up
with
a good book!



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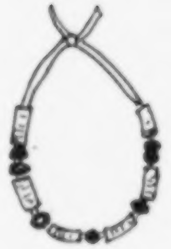
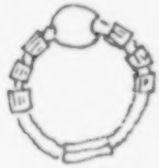
Southwestern Crafts

(Supplies are underlined.)

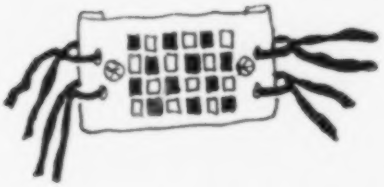
Necklace: String beads and macaroni on yarn or leather cord and tie.



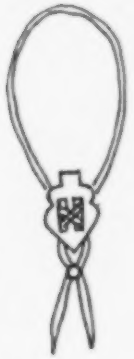
Ring: Place beads on piece of pipe cleaner. Twist closed and place tape around ends to prevent scratching. (Idea By Andrea Menard)



Arm or Ankle Band: Cut brown felt to about 2" x 3" inches. Sew beads in a pattern. Cut small holes at ends of felt. Tie band using yarn.
(Adult supervision is needed for this craft.)



Concha Neckpiece: String leather cord or several strands of yarn through concha. Crisscross through concha openings and tie.



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Dream Catcher Craft

(Supplies are underlined.)

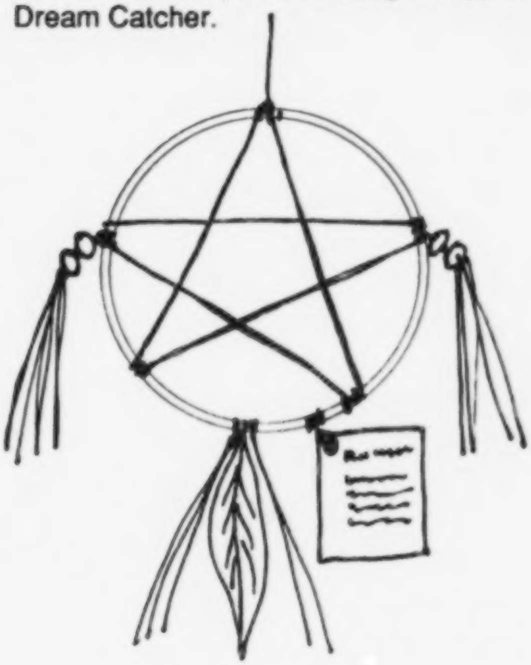
1. Make hoops ahead of time. Cut paper twist into 10-inch pieces. Coil into hoops and tape with floral tape. Wrap floral tape over itself and cut or tear to end. Floral tape should stick to itself.

2. Knot string on hoop. Wind string around hoop and twist three times at each area to secure. Do this about five times while going around hoop. Make ending knot near begining knot.

3. Cut yarn into three eight-inch pieces. Tie yarn to hoop as shown. String two beads through each side piece of yarn and tie. Tie a feather to the middle piece of yarn .

4. Cut out and then tie "Dream Catcher "note to hoop.

5. Tie a 10-inch piece of string on opposite side of hoop from the feather to hang Dream Catcher.



○ *The Dream Catcher*

The Woodland Indians have a legend about the Dream Catcher that they hung in their lodges. It is said that it was used to catch all dreams, good or bad. The bad dreams were caught in the webbing and held there till the morning rays burnt them off. The good dreams were caught and held by the feather so that they could return another night to be dreamt again...

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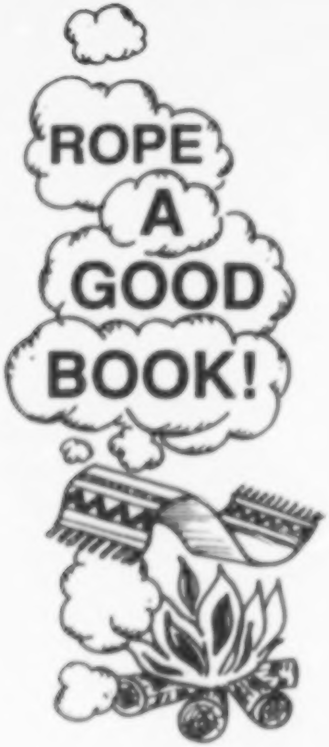

ROPE
A
GOOD
BOOK!

AT YOUR
LIBRARY

READING ROUND-UP

ROPE
A
GOOD
BOOK!

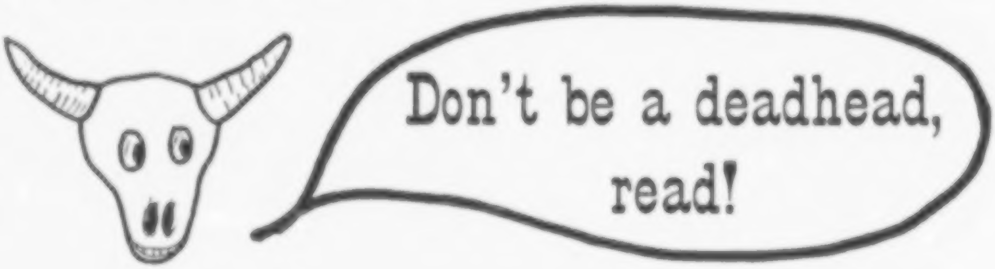
2—11

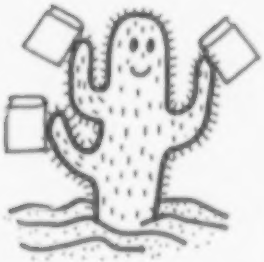
Bookmarks

Type your library's name on each bookmark and make copies of this page.

Join the Summer Reading Club
at your local library.

For a "Red Hot" summer,
Join the Reading Club!


Don't be a deadhead, read!



"Pick" up a good book
and read!

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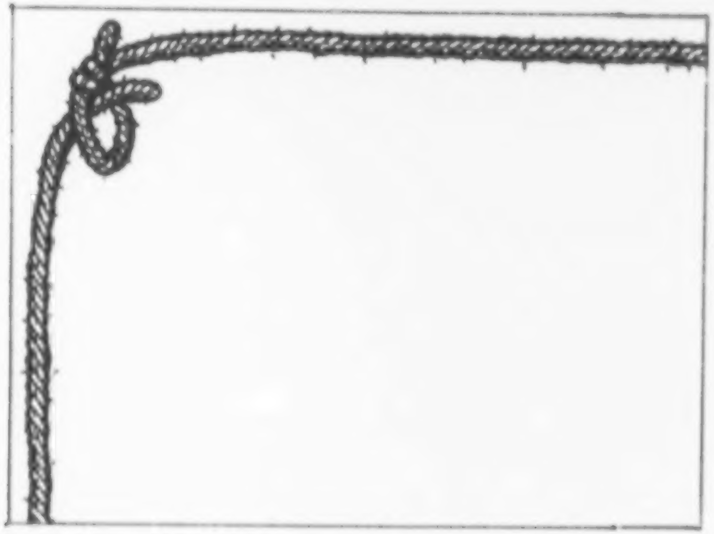
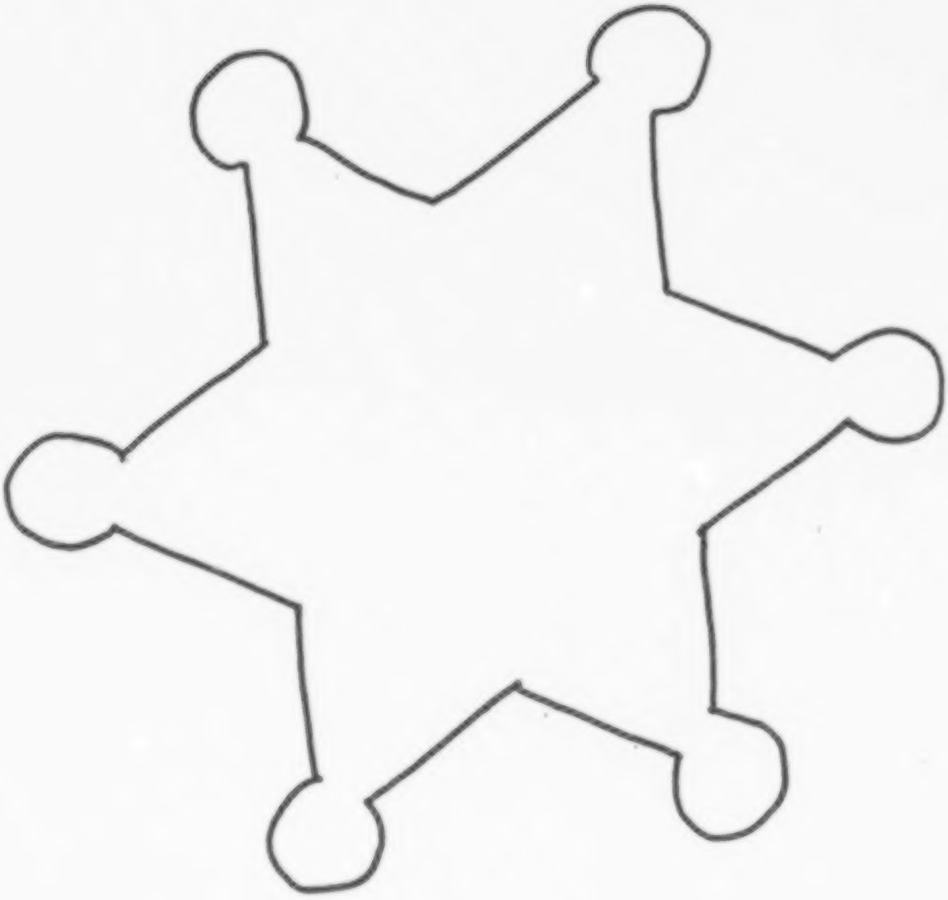
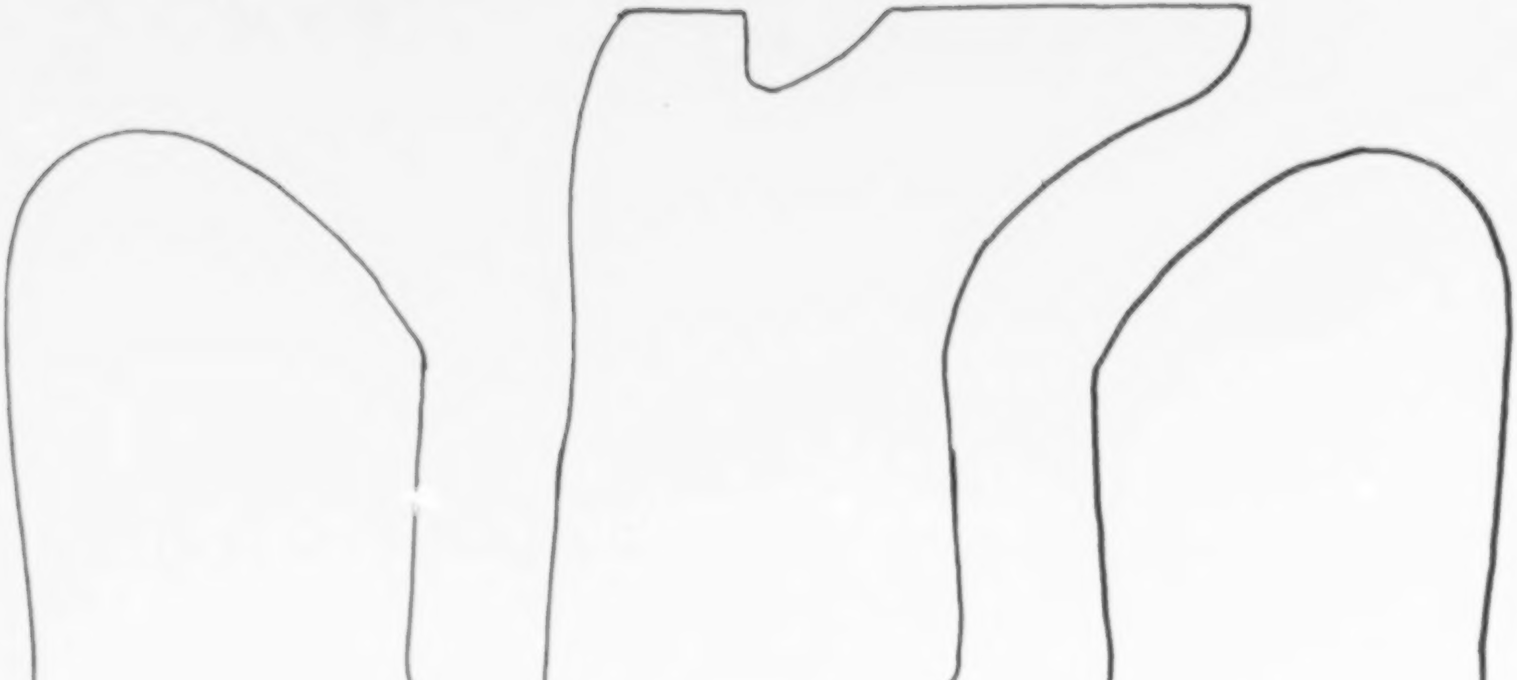
READING ROUND-UP

ROPE
A
GOOD
BOOK!

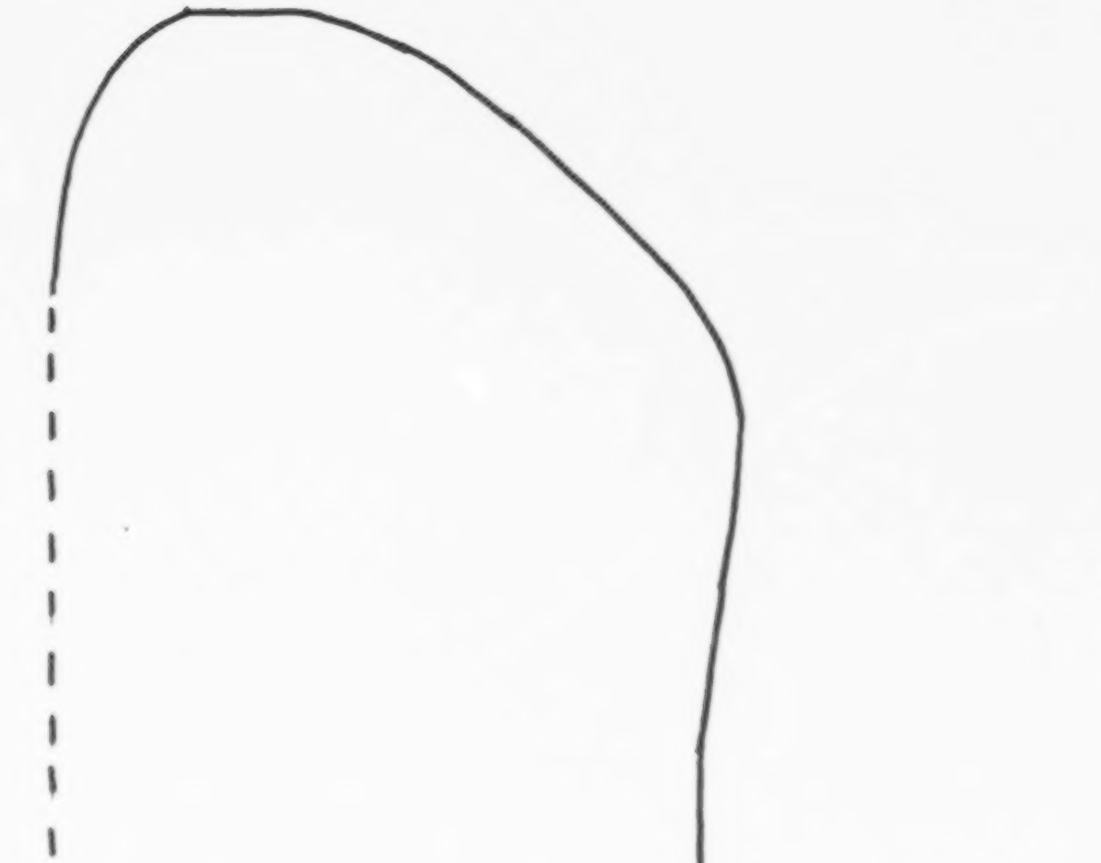


ROPE A GOOD BOOK!





2—15


Fold

BULLETIN BOARD SUGGESTIONS

- **Prickly Sights**—Make a mural of cactus that pioneers might have seen as they traveled west, for example, the Giant Cactus (sponge paint yellow blooms on the tip of each branch), Barrel Cactus (color a brown oval with yellow flowers growing out the top, and use a felt-tipped marker to make the curved spines), Prickly Pear (glue on toothpicks to resemble thorns), Old Man (glue cornsilk or thinly shredded tissue to make the shaggy coat of white hair).

- A 10-piece Native American Leaders Bulletin Board is available from the Upstart catalog (p. 31) for $7.95.

- *Readiness Roundup: Western-Theme Readiness Activities for Young Learners*, written and illustrated by Patricia Rex, has pages of good bulletin board patterns, room decorations, and coloring pages. It is published by Fearon Teacher Aids, a division of David S. Lake Publishers, 19 Davis Drive, Belmont, California 94002. ISBN 0-8224-5775-X

- **Wagon Trains West**

Have the children help decorate your bulletin board, using the following for ideas.

From *Frontier American Activity Book* by Linda Milliken. © 1990 Edupress, P.O. Box EF, Dana Point, CA 92629.

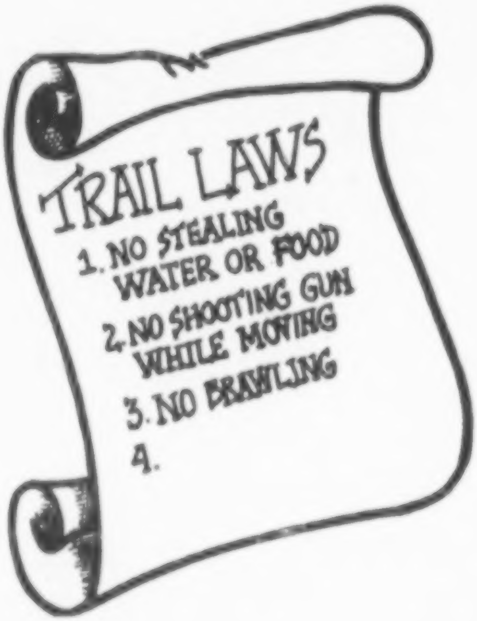
Historical Aid: Wagon trains with as many as a hundred families gathered in and departed from Independence, Missouri, bound for the far western frontier. They chose either the Oregon Trail heading northwest or the Santa Fe Trail, heading southwest.

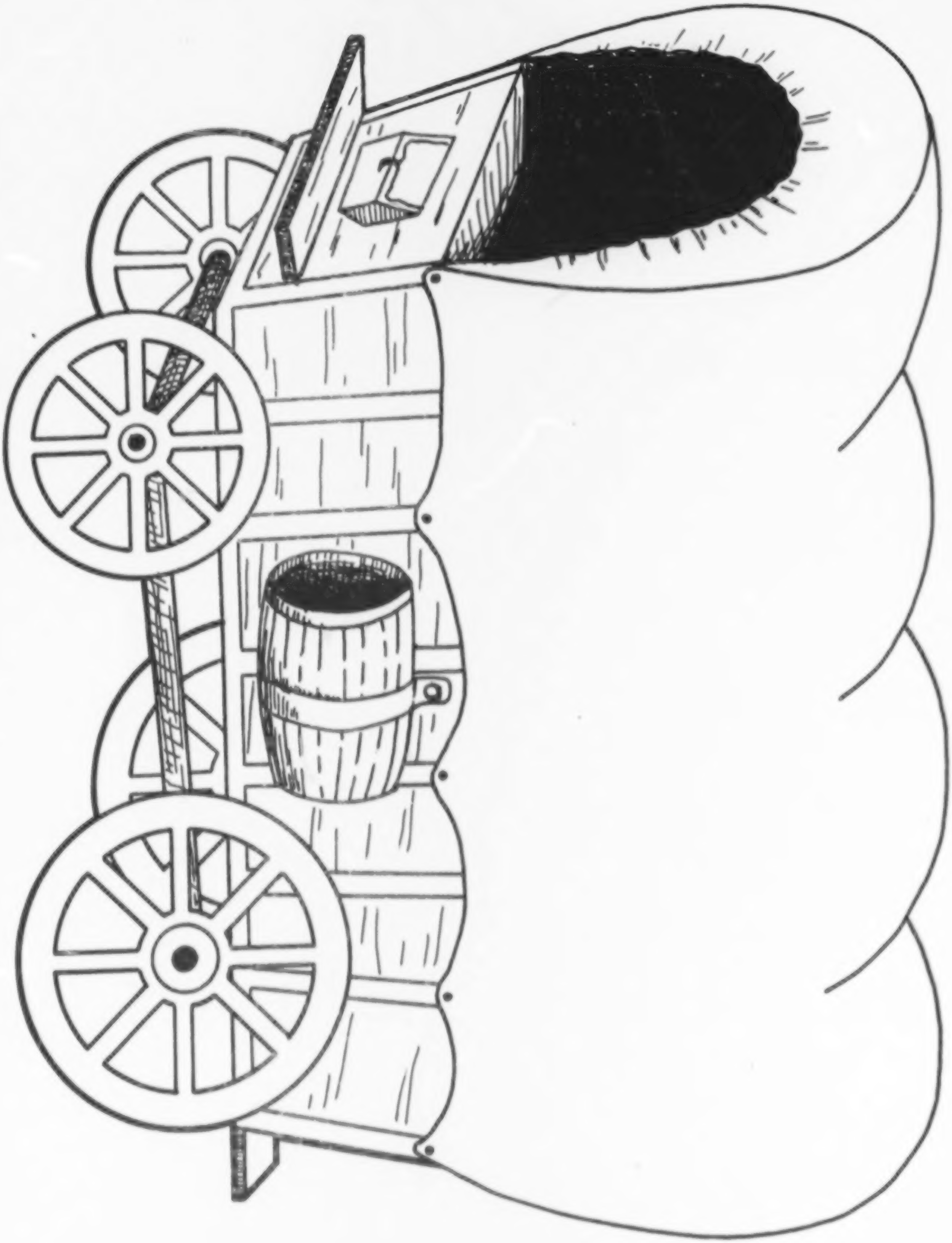
Wagons were on the trail by early spring to avoid harsh winter weather. Before the train left Independence, officers were elected. Their decisions along the trail were law. Wagons were grouped in two divisions, each with a captain. Both divisions were subdivided into platoons of four wagons each. A scout and a wagon master were hired to lead the way, select camp sites and act as advisors.

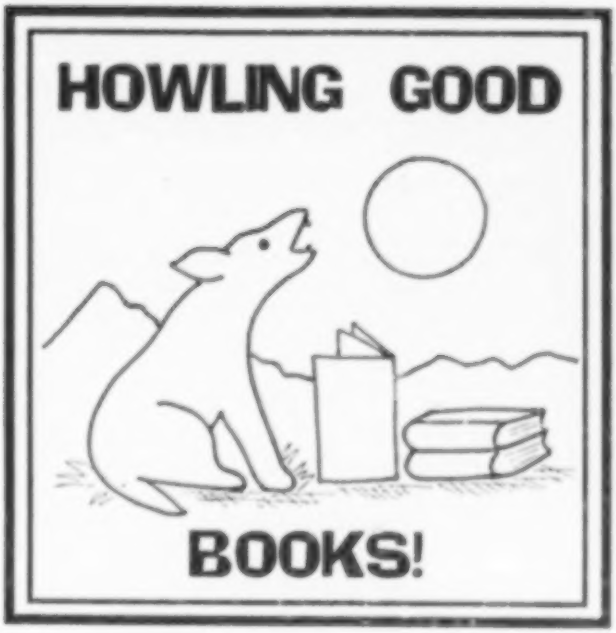
Before the children head their wagons west, follow the same procedures as the pioneers. Elect officers, divide into divisions and platoons, select a scout and a wagon master.

Work in groups of about four children to write some laws for the people on the wagon train. Remember to keep in mind some of the troubles that might arise—fighting, lack of water, Indian attacks, weather conditions.

Write these laws on parchment or butcher paper and post them for all to see.

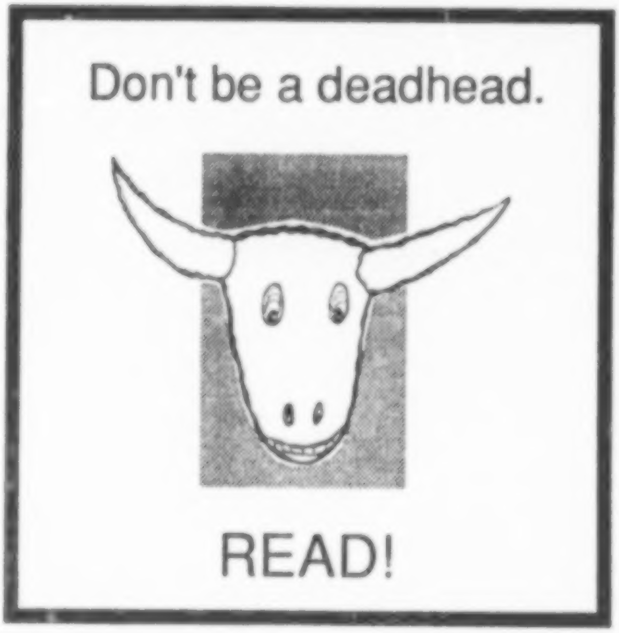

TRAIL LAWS
1. NO STEALING WATER OR FOOD
2. NO SHOOTING GUN WHILE MOVING
3. NO BRAWLING
4.





Use black paper strips for the border. Cut the letters out of red paper. Use dark blue paper for sky, dark green for the grass, dark brown for the hills, tan for the coyote, and yellow for the moon. Bright yellow, red and blue can be used for the books.

Cut the rectangle and the strips for the border out of black paper. Use red paper for the letters and white paper for the cow skull. Outline the skull with a black marker. Bright blue paper can be used for the background.


Don't be a deadhead.
READ!

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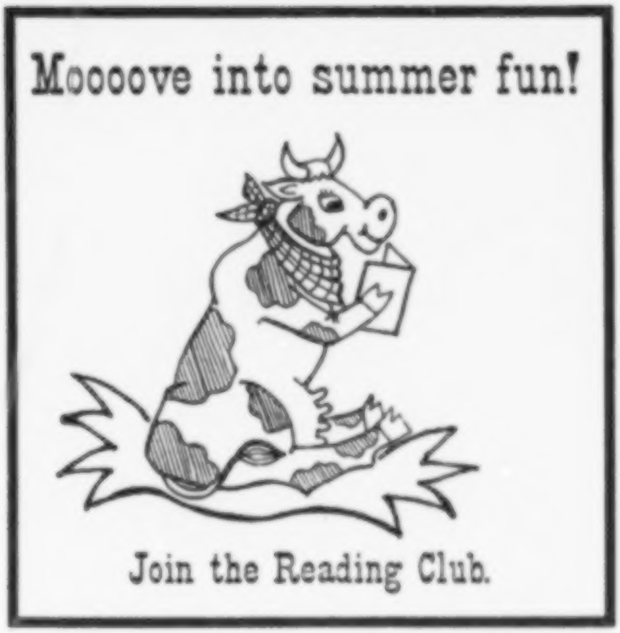
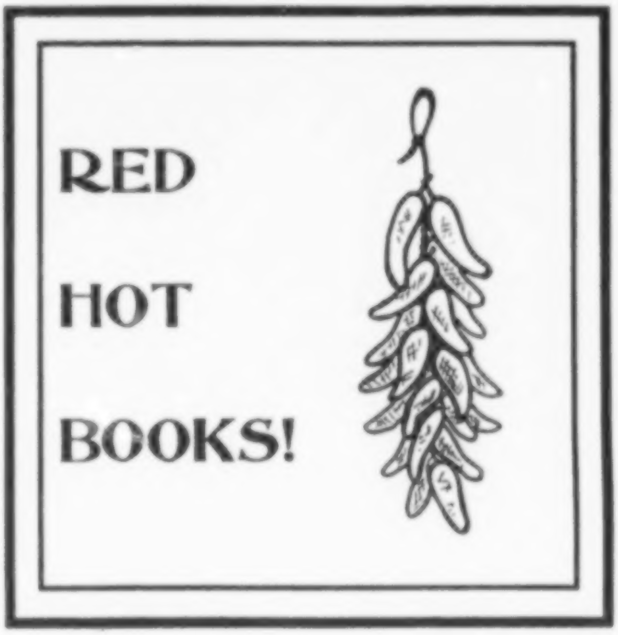
Bulletin Boards


Moooove into summer fun!
Join the Reading Club.

Use black paper for strips for the border and green paper for the grass. Cut the book, the letters, and the cow's bandana out of red paper. Use white paper for the cow and color in her spots with a black marker. Bright blue paper can be used for the background.

Cut the border out of brown paper. Draw wood grain lines on the border using a black marker. Cut chile peppers and letters out of red paper. Use yellow paper for the background. Allow children to write the names of their favorite books on the peppers.



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WANTED

READER
ALIVE

Child's

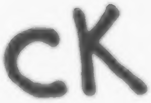
Picture

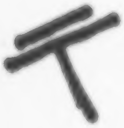
Here

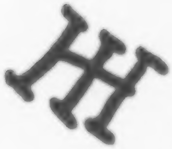
Library Name

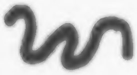
FAMOUS BRANDS

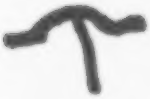
MAKE YOUR OWN

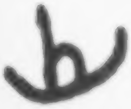


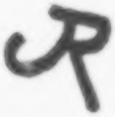


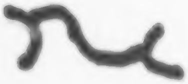


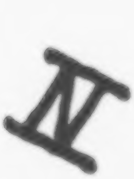


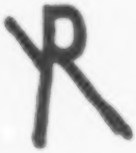


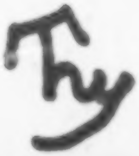


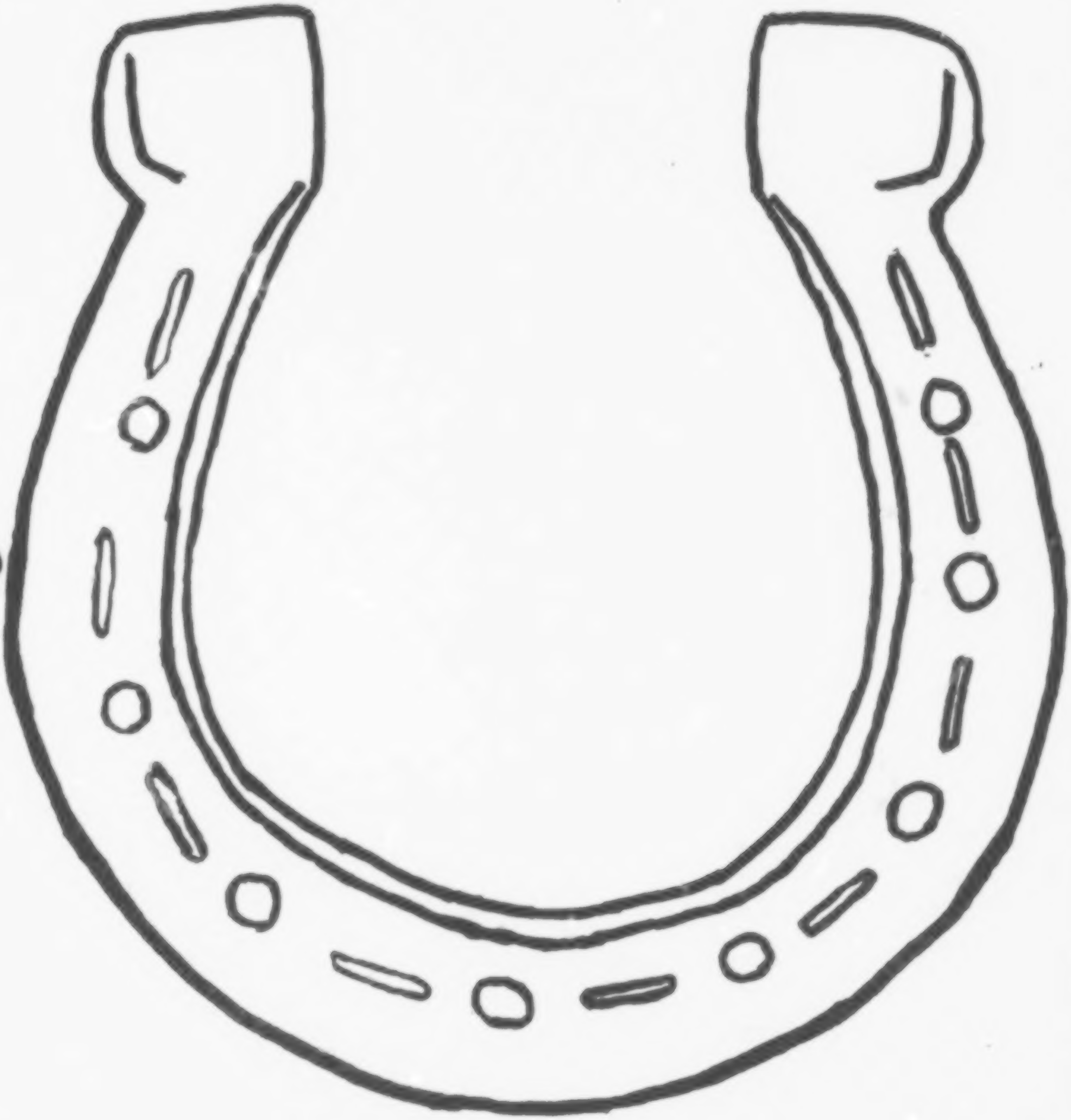




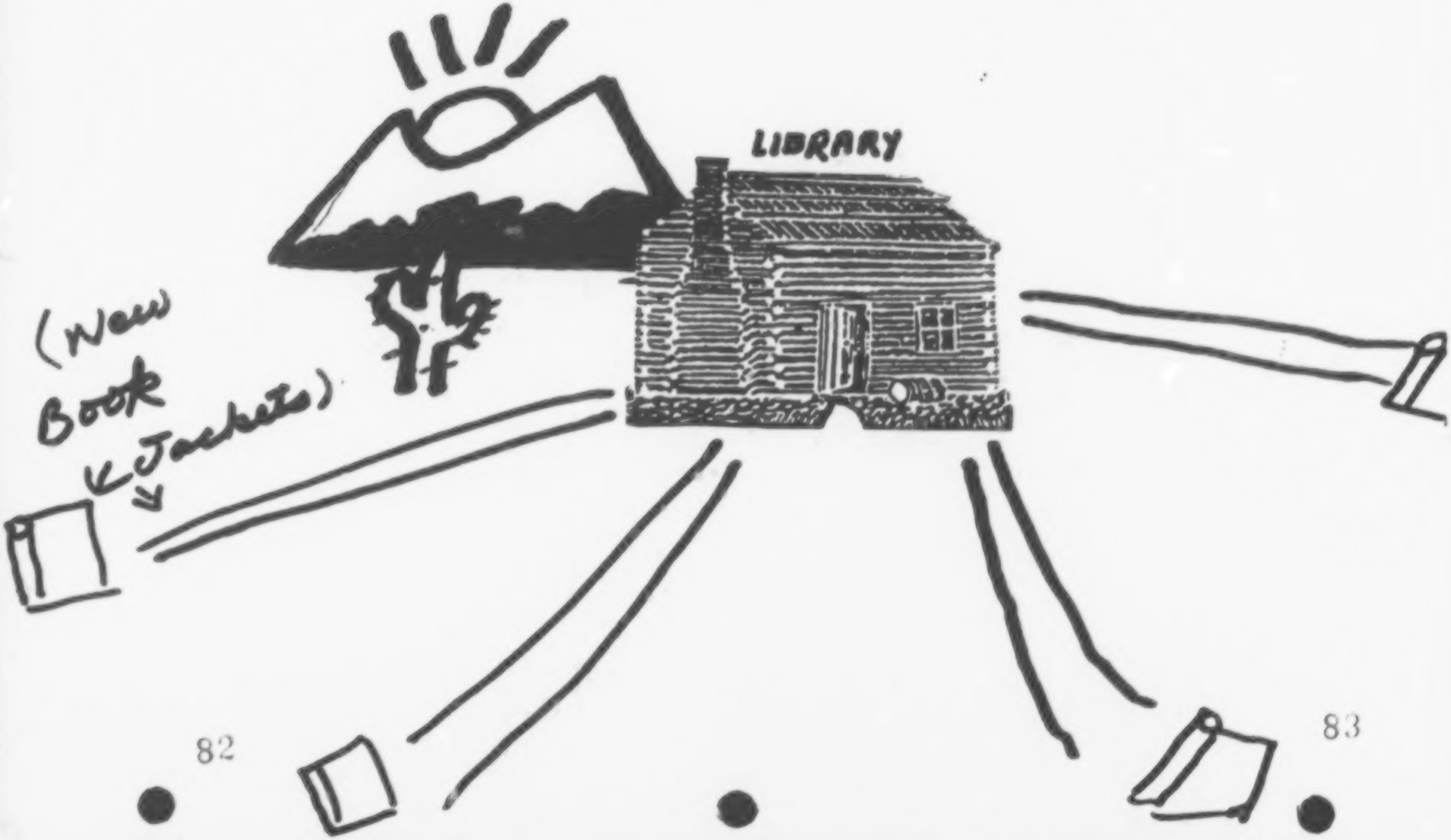








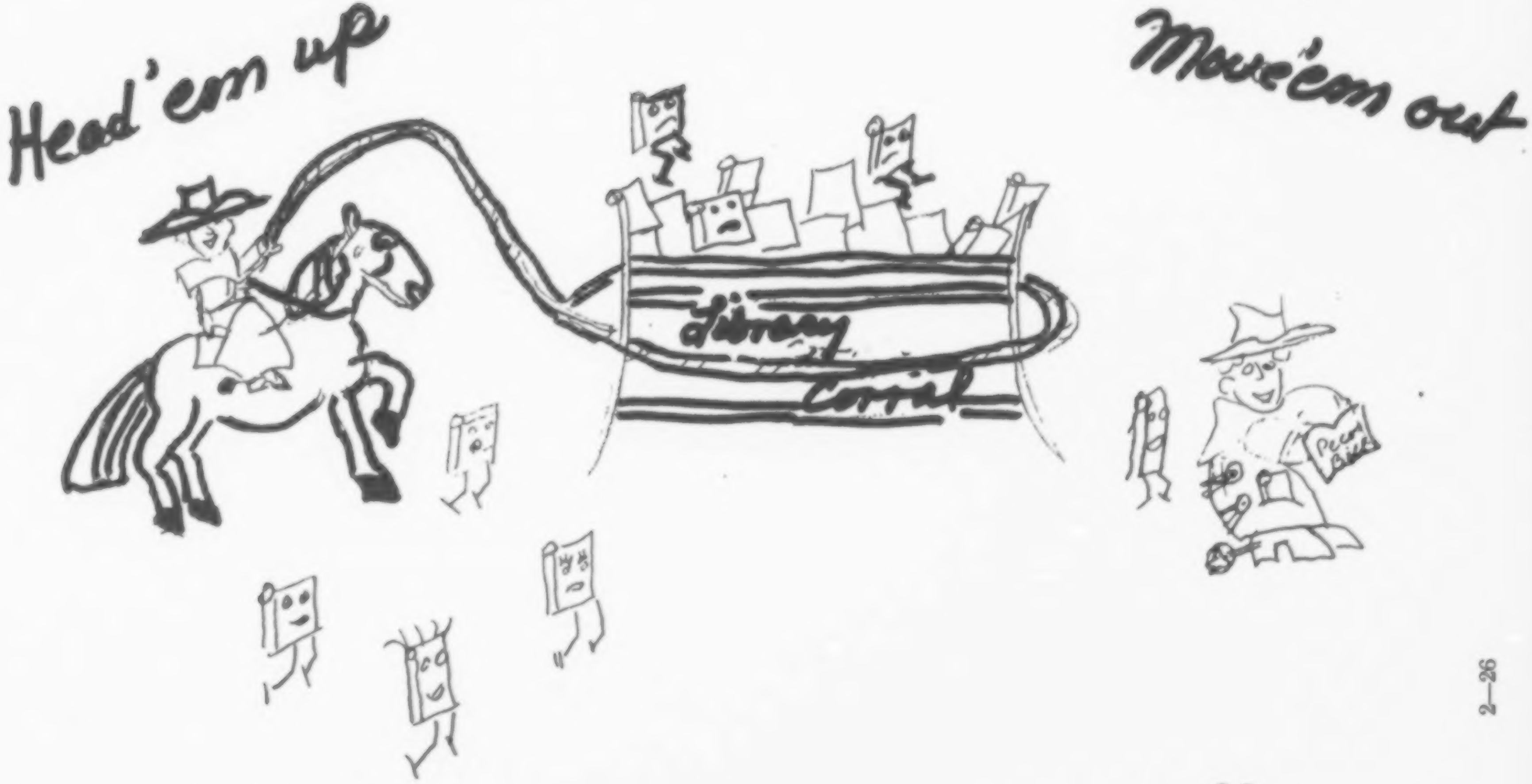
Trails To Summer Fun
Begin At
Your Library


LIBRARY
(New Book Jackets)

LIBRARY
STOP!

LET'S CHECK OUT SOME BOOKS!

Idea for Bulletin Board using cowboy lassos for moving cattle. This is a very rough drawing but someone could redraw with cute figures or the entire thing could be done with construction paper and match box books.


Head'em up
Move'em out
Library Corral
Pecos Bill

EXTRA CLIP ART

Carson Dellosa Publishing Company, Inc., has several books of clip art with many pages of western art. Some pages from these would also be good to use as coloring pages.

Dellosa, Janet and Patti Carson. *Clip Art Collection I*, Pub. no. CD-0950.

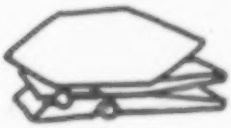
Dellosa, Janet and Patti Carson. *Clip Art Collection II*, Pub. no. CD-0951.

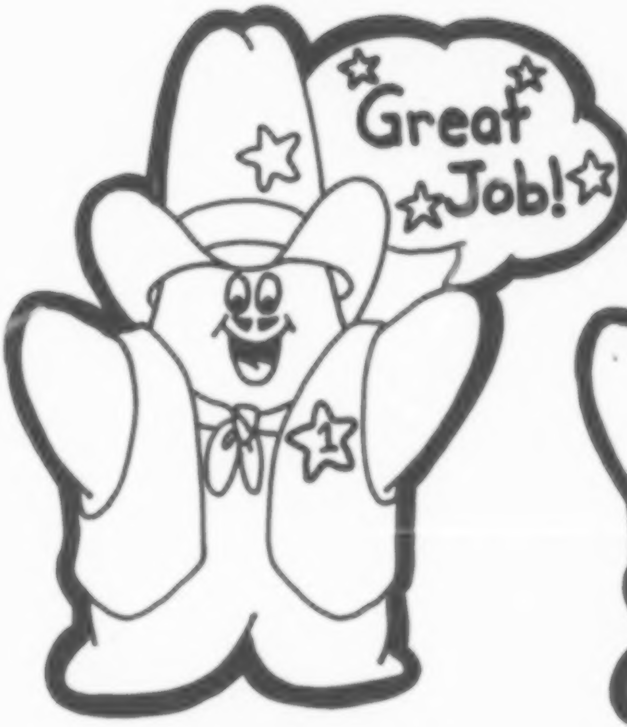
Dellosa, Janet and Patti Carson. *Clip Art III*, Pub. no. CD-0953.

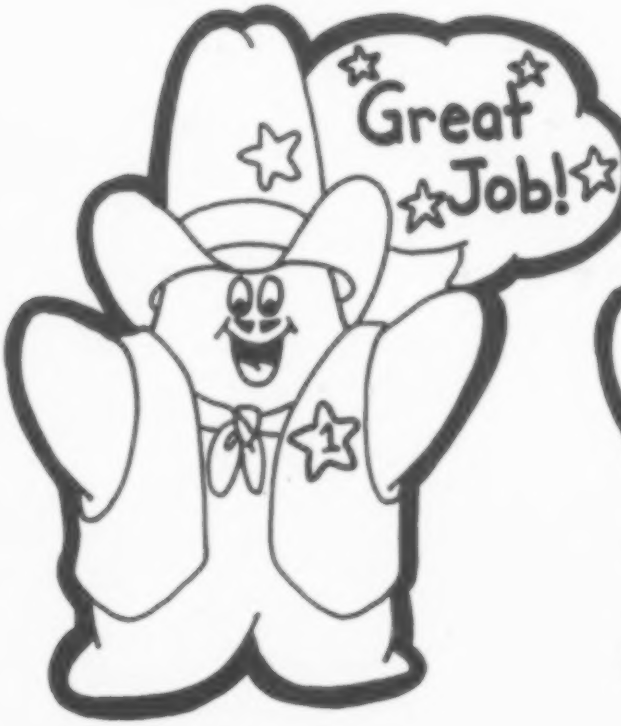
Plenty of Patterns: Blank Reproducible Patterns, Pub. no. CD-0936.

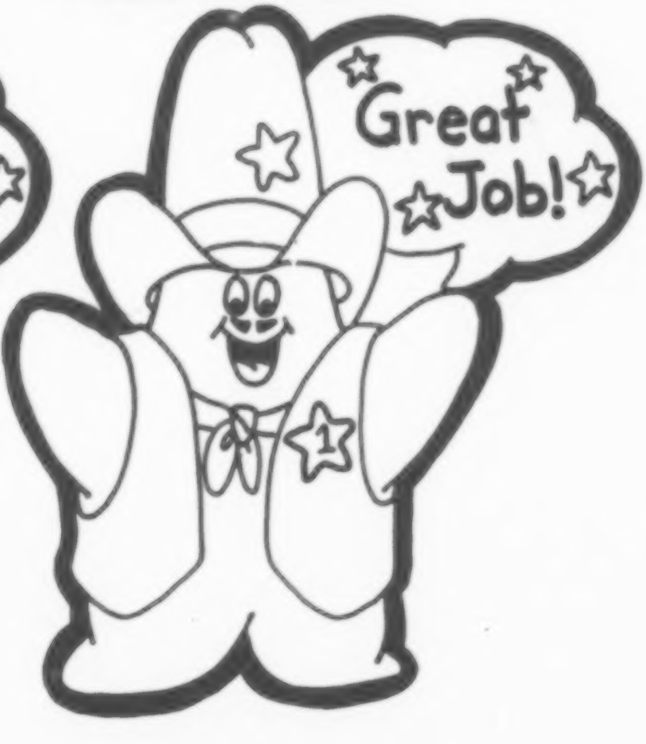
"Clothespins Awards" and "On the Farm" (following pages) from *Classroom Clips* by Marilyn G. Barr. Reprinted by permission of the publisher, Monday Morning Books, Inc., P.O. Box 1680, Palo Alto, CA 94302, copyright 1990.

Clothespin Awards



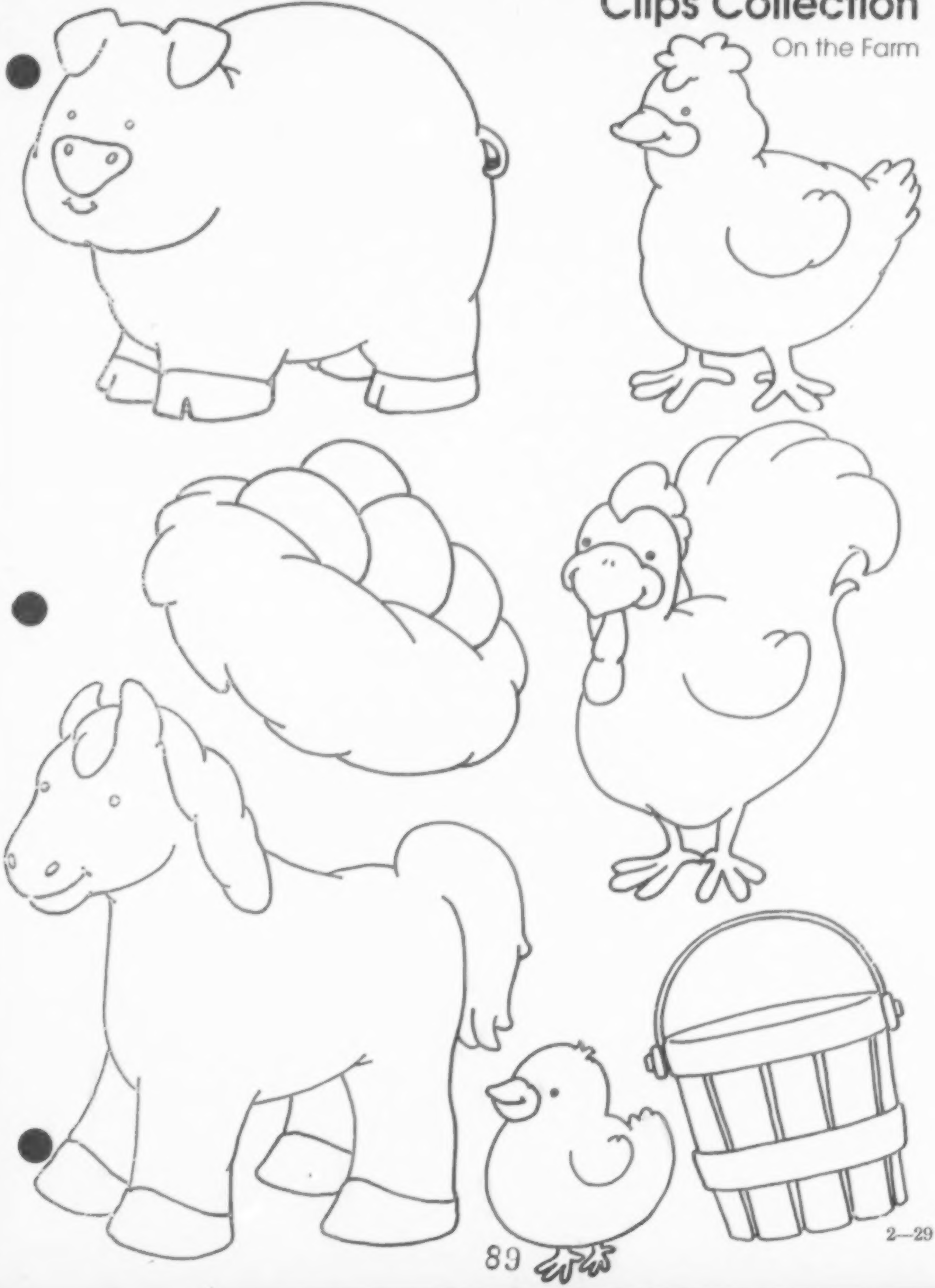


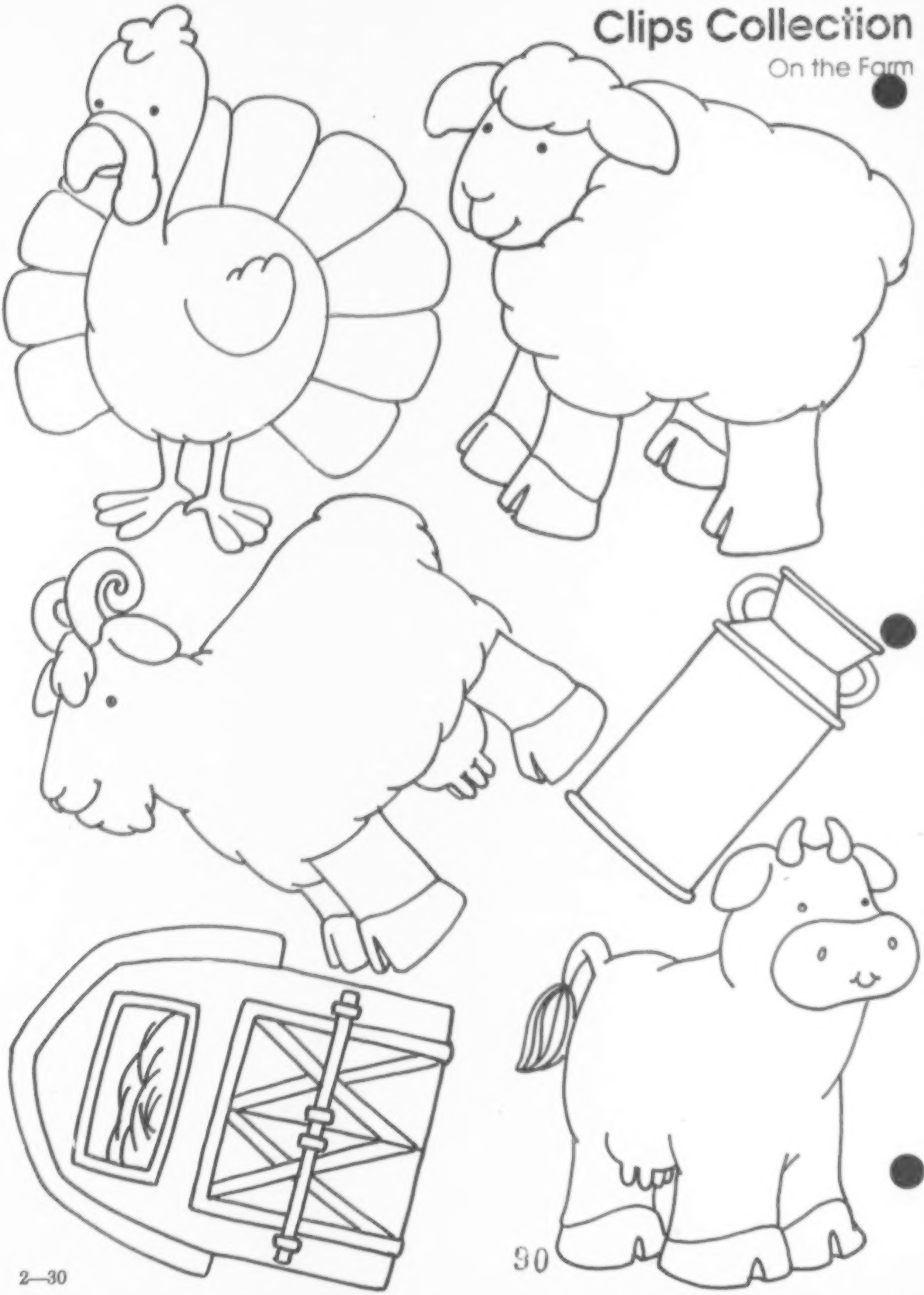




Clips Collection

On the Farm





Storytime Planners

DIRECTIONS FOR FINDING ITEMS LISTED IN THE STORYTIME PLANNER SECTION

Activities and resource materials can be found alphabetically under the broad categories following the storytime planner section. For example, when you want to find a craft listed in the storytime planner as:

CRAFTS:	String Tail Rooster Indian Sand Painting

you would look in the **CRAFTS** section, where you would find "String Tail Rooster" and "Indian Sand Painting" under "S" and "I". Another example is:

FINGERPLAYS:	Good Night

Here, you would look for "Good Night" in the **FINGERPLAYS** section in alphabetical order under "G".

For items where it was not possible to obtain permission to reprint the material, a bibliography entry is given. Complete publisher information for these items will be found in the **BIBLIOGRAPHY** section of this manual. Information for titles listed under "Books" will be found in the **BIBLIOGRAPHY** section as well.

THEME: A Day on the Farm

AGE RANGE: Toddler

BOOKS:
Brown, Margaret Wise. *The Big Red Barn.*
The Farmer in the Dell.
Gammell, Stephen. *Once Upon MacDonald's Farm.*
Ginsburg, Mirra. *Good Morning Chick.*
Lewison, Wendy Cheyette. *Buzz Said the Bee.*
Marzollo, Jean. *Pretend You're a Cat.* (creative dramatics: choose animals on farm to follow theme)
Pearson, Tracey Campbell. *Old MacDonald Had a Farm.*
Pizer, Abigail. *It's a Perfect Day.*
Raffi Songs to Read. *Everything Grows.* (stretches theme a bit, but has great pictures and does show some things growing on farm)
Robinson, Fay. *Old MacDonald Had a Farm.*
Waddell, Martin & Helen Oxenbury. *Farmer Duck.*
Whitehead, Pat. *Let's Go to the Farm.*

FINGERPLAYS:
Farmer and His Seeds
Farmer Plows the Ground
The Farmyard

FLANNEL BOARD:
Fiddle-I-Fee
The Rickety Rick Fence
The Greatest One in the World

POEM:
I Had a Cow
The Purple Cow
Little Boy Blue

SONG:
Farmer in the Dell
Down on Grandpa's Farm (available on audiocassette: *Barney's Favorite Cassette, Vol. I,* 1993, Lyons Partnership, ISBN 0-7829-0397-3)

CRAFT: String Tail Rooster

PUPPETS & PUPPET PLAYS: Cow and Lamb Stick Puppet

VIDEO: *Old MacDonald's Farm and Other Animal Tales* (available from Library Video Company)

THEME:	Giddy-up!
AGE RANGE:	Toddler
BOOKS:	Berst, Barbara. *We Are Farmers.* Bussolati, Emanuela. *The Horse.* Hirsch, Ron. *Where Do Horses Live?* Hodges, Margaret. *The Little Humpbacked Horse.* Kuskin, Karla. *Which Horse is William?.* Potter, Tessa. *Donkeys.* Rabinowitz, Sandy. *How I Trained My Colt.* Ryder, Eileen. *Brown Donkey.* Zolotow, Charlotte. *I Have a Horse of My Own.* Zolotow, Charlotte. *A Rose, A Bridge, and a Wild Black Horse.*
SONGS:	At the Rodeo My Horse Old Dan
POEMS:	The 57-Pound Rodeo Kid Horses Pickaback Up to Bed Baruch, Dorothy. *I Would Like to Be—A Pony.* "I Would Like To Be—A Pony" (pp. 16-17)
FINGERPLAYS:	Five Little Ponies Ten Little Ponies Galloping If I Were A Horse Ten Galloping Horses Come, Pet My Pony
FLANNEL BOARD:	Dobbin
COLORING PAGES & HANDOUTS:	A Prancing Horse

THEME: The Magnificent Moo!

AGE: Toddler

BOOKS:
Allen, Pamela. *Belinda.*
Babcock, Chris. *No Moon, No Milk!*
Bennett, David. *One Cow Moo Moo!*
Ericsson, Jennifer. *No Milk!*
Ernst, Lisa C. *When Bluebell Sang.*
Forrester, Victoria. *The Magnificent Moo.*
Grossman, Bill. *Donna O'Neeshuck Was Chased by Some Cows.*
Johnson, Paul Brett. *The Cow Who Wouldn't Come Down.*
LeTord, Bijou. *A Brown Cow.*
Most, Bernard. *The Cow That Went Oink.*
Potter, Tessa. *Cows.*
Pubanevich, Arlene. *Calico Cows.*

ACTIVITIES: One Cow Moo Moo

POEMS:
The Cow
Bigger
Charlie Warlie Had a Cow
Hey Diddle Diddle
Carle, Eric. *Eric Carle's Animals Animals*, "The Birthday Cow"

FLANNEL BOARD: Bennett, David. *One Cow Moo Moo.* (Use the illustrations in the book as patterns for flannel board pieces.)

FINGERPLAY:
The Cows
This Little Cow
Alice the Cow

PUPPETS & PUPPET PLAYS Cow

COLORING PAGES & HANDOUTS: *Mother Goose Papercrafts*, p. 6, "Hey Diddle Diddle" (cow)

THEME: Showdown

AGE RANGE: Toddler **

BOOKS:

Herman, Gail. *Fievel's Big Showdown.*
Hillert, Margaret. *Little Cowboy and Big . . .*
Remkiewiez, Frank. *The Bone Stranger.*
Rounds, Glen. *Cowboys.* (Have kids participate in story by lassoing horse, cows, riding horse, pulling cows from mud, and so on.)
Shepard, Aaron. *The Legend of Lightning Larry.*
Smax, Willy. *Big Pigs Hat.* (Use as flannel board.)
Watanabe, Shiego. *How Do I Put It On.*

FINGERPLAYS:

Indians and Trees
Creeping Indians
Indians
Five Little Cowboys

PUPPETS & PUPPET PLAYS: Cowboy and Indian Finger Puppets

POEM:

Had a Mule
Buckaroo Bear

SONG: Cowboy Song

STORIES: Hank and the Tooth Fairy

COLORING PAGES & HANDOUTS: Cowboy

NOTES:

To use as a craft for program: have children be Buckeroos. Make a bandanna for them using red dinner paper napkins or red tissue paper. Tie these on using twist-ties from bread bags or use spray painted sections of toilet tissue rolls. Tell why and how cowboys used bandannas.

To use as a prop for storytime, have a stuffed bear to dress as Buckaroo Bear. (See "Western Wear" in Costume section of this manual.) While dressing the bear, read *How Do I Put It On* by Shiego Watanabe. Then read poem "Buckaroo Bear".

** To adapt theme for older groups, stretch to the idea of "Conflict" and use the following books:

Carlstrom, Nancy White. *I'm Not Moving Mama!*
Gauch, Patricia Lee. *Christina Katerina and the Time She Quit the Family.*
Grindley, Sarah. *I Don't Want To.*
Hines, Anna Grossnickle. *They Really Like Me.*
Lionni, Leo. *It's Mine.*
St. Germain, Sharon. *The Terrible Fight.*

THEME:	Out on the Prairie
AGE RANGE:	Preschool–Kindergarten
BOOKS:	Ata, Te. *Baby Rattlesnake.* Baker, Keith. *Hide and Snake.* Bash, Barbara. *Desert Giant—The World of the Saguaro Cactus.* Carle, Eric. *The Mixed-Up Chameleon.* Carrier, Lark. *Scout and Cody.* Jernigan, Gisela. *Agave Blooms Just Once.* Kundra, C. Imbior. *To Bathe A Boa.* Lionni, Leo. *A Color of His Own.* Nunes, Susan. *Coyote Dreams.* Shannon, George. *Lizard's Song.* Waber, Bernard. *The Snake: A Very Long Story.*
ACTIVITIES:	The Tale of the Old Cactus
FINGERPLAYS:	Scott, Louise Binder. *Rhymes for Fingers and Flannelboards.* "Counting Tumbleweeds" Jake the Snake
POEM:	Boa Constrictor
SONG:	Old MacDonald's Reptile Farm (Substitute reptiles for traditional animals and use the following sounds and actions at "With a _____ - _____ here, and a ______-______ there": for the snake, make a hissing noise; lizard, silently stick tongue out and in quickly; alligator, hold left hand out with palm up, cover with right hand palm down, open and close hands while singing "chop, chop"; turtle, silently stretch neck out, then hunch shoulders.)
FLANNELBOARD:	Rattlesnake, Mouse, and Coyote Silas Snake
CRAFT:	Snake
SNACK:	Serve rope licorice.
BOOKS FOR OLDER CHILDREN:	Allard, Harry. *The Cactus Flower Bakery.* Reed, Lynn Rowe. *Rattlesnake Stew.* Ryder, Joanne. *Lizard in the Sun.* Sharmat, Marijorie. *Gila Monsters Meet You at the Airport.*

THEME:	Doh-Si-Doh–Grab Your Partner (Dance)
AGE RANGE:	Preschool–Kindergarten
BOOKS:	Carlson, Nancy. *Harriet's Recital.* Getz, Arthur. *Humphrey, The Dancing Pig.* Hoff, Syd. *Duncan the Dancing Duck.* Jonas, Ann. *Color Dance.* Mathers, Petra. *Sophie and Lou.* Martin, Bill Jr.. *Barn Dance.* Shannon, George. *Dance Away.* Walsh, Ellen Stoll. *Hop Jump.*
FINGERPLAYS:	Five Little Hippos Grayson, Marion. *Let's Do Fingerplays.* "Thumbkin Says 'I'll Dance' "
POEM:	Lee, Dennis. *The Ice Cream Store.* "Doh-Si-Doh". Prelutsky, Jack. *Ride a Purple Pelican.* "Parrot with a Pomegranate".
SONG:	Buffalo Gals Looby Lou Old Brass Wagon (available on audiocassette: *Barney's Favorite Cassette, Vol. I,* 1993, Lyons Partnership, ISBN 0-7829-0397-3)
ACTIVITY:	Dancing Rabbits Anderson, Lydia. *Folk Dancing,* pp. 22-36. "Square Dancing"

THEME:	Stories From the Bunk House (Bedtime Stories)
AGE RANGE:	Preschool–Kindergarten
BOOKS:	Asch, Frank. *Moongame* Ginsburg, Mirra. *The Sun's Asleep Behind the Hill.* Hamm, Diane Johnston. *Rock-A-Bye Farm.* Heine, Helme. *The Marvelous Journey Through the Night.* Hennessy, B. G.. *Sleep Tight.* Inkpen, Mick. *One Bear at Bedtime.* Lewison, Wendy Cheyette. *Going to Sleep on the Farm.* Mack, Stan. *10 Bears in My Bed.* Morgenstern, Constance. *Good Night, Feet.* Rice, Eve. *Goodnight, Goodnight.*
FINGERPLAYS:	Good Night Going To Bed Brown, Marc. *Finger Rhymes.* "Sleepy Fingers"
POEM:	Hopkins, Lee Bennett. *Go To Bed!* "Going To Bed"
SONG:	Twinkle, Twinkle Little Star
FLANNELBOARD:	The Napping House

THEME: Something to Howl About (Animal Sounds)

AGE RANGE: Preschool–Kindergarten

BOOKS:
Bennett, David. *One Cow Moo Moo*
Brown, Margaret Wise. *Big Red Barn*
Casey, Patricia. *Cluck, Cluck*
Cole, Joanna. *It's Too Noisy*
Fowler, Richard. *Mr. Little's Noisy Car* (Toy Book)
Geisel, Theodor S. (Dr. Seuss) *Mr. Brown Can Moo! Can You?*
McGovern, Ann. *Too Much Noise.*
Most, Bernard. *The Cow That Went OINK*
Pizer, Abigail. *It's a Perfect Day*
Shapiro, Arnold. *Who Says That?*
Tafuri, Nancy. *Early Morning in the Barn*
Waddell, Martin. *Squeak-A-Lot*

FINGERPLAYS:
Animal Sounds
The Farm

POEM:
Prelutsky, Jack. *Something Big Has Been Here*, p. 9, "I Know All the Sounds That the Animals Make".
Booth, David. *Till All the Stars Have Fallen*, p. 20, "Coyotes".

STORIES:
Cowboy Story (appropriate for older children)
Kidstuff, Vol. 5, no. 6, pp. 15-19. "The Whistling Pig" (appropriate for older children)

SONG: Old MacDonald Had a Farm

CRAFT: Farm Skyline

FLANNELBOARD:
The Rickety Rick Fence
The Little Dog Who Forgot How to Bark
Baby Duck

GAMES, RIDDLES & PUZZLES Pretend Farm

THEME:	Indians
AGE RANGE:	Preschool–Kindergarten
BOOKS:	Eldridge, Melinda. *Salcott, the Indian Boy.* Grossman, Virginia. *Ten Little Rabbits.* Hooker, Ruth. *Matthew the Cowboy.* Locker, Thomas. *The Land of the Gray Wolf.* McDermott, Gerald. *Raven—A Trickster Tale From the Pacific North West.* Osofsky, Audry. *Dream Catcher.* Pomerantz, Charlotte. *Timothy Tall Feather.* Shaw, Richard. *Who Are You Today?* Siberell, Anne. *Whale in the Sky.*
STORIES:	The Magic Forest
FILM:	The Golden Deer, LSL
SONG:	Ten Little Indians (Use Cowboy and Indian Finger Puppets from Puppets and Puppet Plays section)
FINGERPLAYS:	Ten Little Indians
CRAFT:	Teepee Cut feathers out of various colors of construction paper. Glue to head band.
COLORING PAGES & HANDOUTS:	Teepee & Drum

THEME:	Roundup a Merry-Go-Round
AGE RANGE:	Preschool–Kindergarten
BOOKS:	Bonzon, Paul. *The Runaway Flying Horse.* Brown, Marcia. *The Little Carousel.* Crews, Donald. *Carousel.* Greaves, Margaret. *Star Horse.* Leigh, Oretta. *The Merry-Go-Round.* Levenson, Dorothy. *The Magic Carousel.* Martin Jr., Bill. *Up and Down on the Merry-Go-Round.* Walter, Mildred P. *Tiger Ride.* Wildsmith, Brian. *Carousel.*
FINGERPLAYS:	A Merry-Go-Round Riding the Merry-Go-Round
POEMS:	*Poetry Place Anthology,* "A Jolly Ride", "The Merry-Go-Round", "When the Merry-Go-Round is Still" (pp. 114-115)
CRAFT:	Cowboy's Best Friend (stick horse)
PUPPETS & PUPPET PLAYS:	Horse of a Different Color
SONG:	Carousel Ride
FILM:	Roundabout, 19 min., LSL

THEME: Quilts—"A Stitch In Time . . . "

AGE: 1st–3rd grade

BOOKS:

Coerr, Eleanor. *The Josefina Story Quilt.*
Cole, Barbara Hancock. *Texas Star.*
Ernst, Lisa Campbell. *Sam Johnson and the Blue Ribbon Quilt.*
Fleisher, Robbin. *Quilts in the Attic.*
Flournoy, Valerie. *The Patchwork Quilt.*
Johnston, Tony. *The Quilt Story.*
Jonas, Ann. *The Quilt.*
Kinsey-Warnock, Natalie. *The Canada Geese Quilt.*
Mills, Lauren. *The Rag Coat.*
Polacco, Patricia. *The Keeping Quilt.*

FINGERPLAY: Wind the Bobbin

SONG: Glazer, Tom. *Eye Winker Tom Tinker Chin Chopper,* pp. 70-71.
"The Tailor and the Mouse"

NOTE: Invite someone from a local quilters guild or bee to share their skills with kids.

THEME: All That Glitters is . . . Gold!

AGE: 1st–3rd grade

BOOKS:
Brett, Jan. *Goldilocks and the Three Bears.*
Himmelman, John. *Ellen and the Goldfish.*
Howe, John. *Jack and the Beanstalk.*
Marshall, James. *Goldilocks and the Three Bears.*
Palmer, Helen. *A Fish Out of Water.*
Pearson, Susan. *Jack and the Beanstalk.*
Shute, Linda. *Clever Tom and the Leprechaun.*
Zelinsky, Paul O. *Rumpelstiltskin.*

STORIES: The Brave Little Leprechaun

SONGS: I'm a Little Leprechaun

POEM:
What is Gold
Dandelion

CRAFTS:
Leprechaun's Gold
"Living" Leprechauns

VIDEO:
Jack and the Beanstalk (Rabbit Ears Productions, Inc., Rowayton, CT)
Rumpelstiltskin (Rabbit Ears Productions, Inc., Rowayton, CT)

THEME:	Horses and Hooves
AGE RANGE:	1st–3rd grade
BOOKS:	Blanc, Ester S. Berchiek. *My Mother's Horse.* Brenner, Barbara. *Wagon Wheels.* Brett, Jan. *Fritz and the Beautiful Horse.* Brown, Kathryn. *Muledred.* Clutton-Brock, Juliet. *Horses.* (to display or booktalk) Coerr, Eleanor. *Chang's Paper Pony.* Dennis, Wesley. *Tumble-The Story of a Mustang.* Denton, Kady M. *Janet's Horses.* Doherty, Berlie. *Snowy.* Duncan, Lois. *Horses of Dreamland.* Endersby, Frank. *The Boy and the Horse.* Fowler, Allen. *Horses, Horses, Horses.* Goble, Paul. *The Girl Who Loved Wild Horses.* Harris, Richard. *I Can Read About Horses.* Hewett, Joan. *Laura Loves Horses.* Hoff, Syd. *Barney's Horse.* Jeffers, Susan. *If Wishes Were Horses.* Kinsey-Warnock, Natalie. *the Wild Horses of Sweetbriar.* Viola, Herman J. *After Columbus: The Horses Return to America.*
POEM:	"True Story" from *Where the Sidewalk Ends* by Shel Silverstein Hubbell, Patricia. *A Grass Green Gallop.* (collection of poems)
STORIES:	A Girl's Best Friend Horse Power
GAMES, RIDDLES & PUZZLES:	Pin the Tail on the Pony
VIDEO:	The Cows of Moo Mesa (an animated cartoon)
AUDIO:	Viola, Herman J. *After Columbus: The Horse's Return to America.* (Book, audiocassette, and plush toy pony available in "Soundprints" Fall 1994 catalog, p. 12.)
COLORING PAGES & HANDOUTS:	Horse

THEME:	Westward Ho—Wagons Roll
AGE RANGE:	1st–3rd grade
BOOKS:	Brisson, Pat. *Kate Heads West.* Byars, Betsy. *The Golly Sisters Go West.* Byars, Betsy. *Hooray for the Golly Sisters!* Byars, Betsy. *The Golly Sisters Ride Again.*
CRAFTS:	Make a coonskin cap, a bonnet, or a log cabin from *Let's Be Early Settlers with Daniel Boone* by Peggy Parish, pp. 26-27, pp. 22-23, pp. 72-74. Shoebox Covered Wagon Westward, Ho!
GAMES:	Pony Express Pull Them into a Circle Wagon Train
COLORING PAGES & HANDOUTS:	Covered Wagon

THEME:	Cowboys and Indians
AGE RANGE:	1st–3rd grade
BOOKS:	Brusca, Maria. *On the Panpas.* Gerrand, Roy. *Rosie and the Rustlers.* Gorsline, Marie and Douglas. *Cowboys.* Johnston, Tony. *The Cowboy and the Blackeyed Pea.* Khalsa, Dayal Kaur. *Cowboy Dreams.* Martini, Teri. *Cowboys.* Martini, Teri. *Indians.* Medearis, Angela. *Dancing with the Indians.* Rice, James. *Cowboy Rodeo.* Rice, James. *Cowboy Alphabet.* Saller, Carol. *Pug, Slug and Doug the Thug.* Scott, Ann Herbert. *Cowboy Country.* Sewall, Marcia. *Riding that Strawberry Roan.*
STORIES:	The Brave Little Indian Luke Magee and the Indians
POEM:	Cowboys
CRAFTS:	Singing Button
COSTUMES:	Western Wear
GAMES, RIDDLES & PUZZLES	A Roping Fool Trail Game Ride 'Em, Cowboys!
FILMS:	Sioux Legends, 20 min., LSL Hopi Indian Arts and Crafts, 10 min., LSL
COLORING PAGES & HANDOUTS:	Cowboy Great Chief

THEME: Snake Roundup

AGE RANGE: 4th–5th grade

STORIES:

Bird, E.J. *Chuck Wagon Stew*, "Blood Brothers". Find out how sidewinders came out west in a box from Minnesota.

Czernecki, Stefan. *The Singing Snake.* An aboriginal folktale explaining why snakes cannot be trusted.

Pijoan, Teresa. *White Wolf Woman*, "Spirit Eggs". A native American transformation myth which tells how Spirit Seeker became Snake-Man, guardian of the Mississippi River.

Schwartz, Alvin. *Whoppers: Tall Tales and Other Lies.* Includes two very short snake lies which are easy to learn and fun to tell.

GAMES, RIDDLES & PUZZLES: Burns, Diane L. *Snakes Alive! Jokes About Snakes.*

TONGUE TWISTER: Cole, Joanna. *Six Sick Sheep: 101 Tongue Twisters*, "Seven Short Striped Snakes".

POEMS:

The Python
The Snake (by Karla Kuskin)
The Snake (by Jack Prelutsky)
Boa Constrictor

ACTIVITIES: Snake Word Search

CRAFTS:

Caney, Steven. *Kids' America*, "Paper snake", (pp. 242-243).
Snake Bookmark

PROGRAM IDEAS: Invite a herpetologist from a local zoo, pet shop, or nature center to bring snakes to your library.

THEME:	Stories From the Chuck Wagon
AGE RANGE:	4th–5th grade
STORIES:	Bird, E.J. *Chuck Wagon Stew,* "Miss Lily" What happens when four outlaws show up for dinner at Miss Lily's house? Bauer, Caroline Feller. *New Handbook for Storytellers,* "John Wins a Bet" pp. 480-481. See if John can win a $5 bet by eating a 40 pound water-melon. *The Diane Goode Book of American Folk Tales,* "The Three Girls with the Journey-Cakes. A mother sends her daughters out into the world to seek their fortunes with the choice of "the biggest journey- cake with my curses or the little one with my blessings". What happens if they make the wrong choice?
BOOKS TO DISPLAY OR BOOKTALK:	Blume, Judy. *Super Fudge; Fudge-a-Mania.* Catling, Patrick. *The Chocolate Touch.* Howe, James. *The Celery Stalks at Midnight.* Hurwitz, Joanna. *Aldo Applesauce; Aldo Peanut Butter.* Meltzer, Milton. *The Amazing Potato.* Rockwell, Thomas. *How to Eat Fried Worms.* Smith, Robert Kimmel. *Chocolate Fever.*
GAMES, RIDDLES & PUZZLES:	Last Bite
TONGUE TWISTER:	Cole, Joanna. *Six Sick Sheep,* "Fast Food".
POEMS:	Cole, William. *Poem Stew.* Prelutsky, Jack. *The New Kid on the Block,* p. 21, "Mabel, Remarkable Mabel" or p. 88, "When Tillie Ate the Chili".
FILM:	Lady Fishbourne's Complete Guide to Better Table Manners. LSL (6 min.)
CRAFTS:	Potato heads
PROGRAM IDEAS:	Demonstrate how to make easy snacks, "Peanut Butter Brigade", "Winning Waffles", "Triple Dream Shake" and so on. (Recipes listed in **Promotion, Publicity, and Programs** section) Invite a nutritionist, chef, or county agent to demonstrate how to make easy or healthy snacks.

THEME: Ghost Town Tales

AGE RANGE: 4th–5th grades

STORIES: Caney, Steven. *Kids' America*, "Nobody Here But You", pp. 344-345.

BOOKS:

Bellairs, John. *The Ghost in the Mirror.*
Burt, Olive W. *Ghost Towns of the West.*
Cohen, Daniel. *Southern Fried Rat.* (Great stories to tell!)
Hughes, Dean. *Nutty's Ghost.*
Kehret, Peg. *Horror at the Haunted House.*
Levy, Elizabeth. *Gorgonzola Zombies in the Park.*
McDonald, Collin. *The Chilling Hour.* (More stories to tell)
Stone, Lynn. *Ghost Towns.*
Wright, Betty Ren. *The Ghosts of Mercy Manor.*

GAMES, RIDDLES & PUZZLES: Phillips, Louis. *Haunted House Jokes.*

POEMS: Prelutsky, Jack. *Nightmares: Poems to Trouble Your Sleep.*

CASSETTE: Holt, David. *Tailybone and Other Strange Stories.*

ACTIVITIES:

Round Robin Ghost Story. Sit in a circle on the floor. Begin a ghost story with a phrase such as "One dark and stormy night . . . ". Have each child add a segment to the story. The last child in the circle must complete the story.

Share Ghost Stories Around the Campfire. Turn out the lights. Use a flashlight and crumpled orange tissue paper to simulate a campfire. Have children share ghost stories.

THEME: Outlaw Outrage

AGE RANGE: 4th–5th grade

STORIES:

Chase, Richard. *Grandfather Tales.* "Old Dry Frye". Old Drye Fry chokes on a chicken bone and nobody wants to be blamed for his murder.

Greer, Gery & Bob Ruddick. *Max and Me and The Wild West.*

McCloskey, Robert. *Homer Price.* "The Case of the Sensational Scent". Homer uses his pet skunk to catch four robbers.

MacDonald, Margaret Read. *Twenty Tellable Tales.* "Old One-Eye". How can an old woman scare off three robbers who come to steal her gold?

CRAFTS: Wanted Poster

GAMES, RIDDLES & PUZZLES:

Prisoner's Escape

Cole, Joanna. *Six Sick Sheep.* " Thieves Seize Skis" (tongue twister)

POEM: Service, Robert. *The Shooting of Dan McGrew.*

FAST FACTS: Caney, Steven, *Kids' America.* "It's the Law" pp. 356-357.

THEME:	Git Along, Little Dogie—Life on the Range
AGE RANGE:	4th–5th grade
BOOKS:	Beatty, Patricia. *Lady from Black Hawk.* Erickson, John. *Hank the Cowdog.* Erickson, John. *Hank the Cowdog: Every Dog Has His Day.* Henry, Marguerite. *Brighty of the Grand Canyon.* James, Will. *Smoky the Cowhorse.* Pelz, Ruth. *Black Heroes of the Wild West.* Wallace, Bill. *Beauty.*
DISPLAY TITLE:	Book Stampede
BOOKS TO DISPLAY OR BOOKTALK:	Baker, Olaf. *Where the Buffalo Begin.* Landau, Elaine. *Cowboys.* Matthews, Leonard. *Cowboys.* Murdoch, David H. *Cowboys.* *Kids Discover*, April 1994, "Cowboys." (The entire issue is devoted to cowboys, cattle drives, etc.)
STORIES:	To read aloud or tell: "Pecos Bill" stories. Suggested sources: Felton, Harold. *Pecos Bill, Texas Cowpuncher* Gleeson, Brian. *Pecos Bill.* Johnson, Tony. *The Cowboy and the Black-Eyed Pea.* Kellogg, Steven. *Pecos Bill.* Osborne, Mary. *American Tall Tales* (p. 73-85). Raines, Shirley C. *More Story Stretchers* (p.232-233)
GAMES, RIDDLES & PUZZLES:	Wild Pill Hickok Riddles.
SONG:	Home on the Range Git Along, Little Dogies
POEM:	Lay Down, Little Dogies Geis, Jacqueline. *Where the Buffalo Roam.*
ACTIVITIES:	Brands Fun with Cowboy Words Hendrickson, Robert. *Happy Trails: A Dictionary of Western Expressions.* Stern, Jan & Michael. *Way Out West.* "Horse Lingo's Spanish Roots" (p. 135) and "How to Read a Brand" (p. 35)

THEME:	Many Moons Ago: Native American Lore and Legends
AGE RANGE:	4th–5th grades
BOOKS:	Compton, Margaret. *American Indian Fairy Tales.* Curry, Jane Louise. *Back in the Beforetime.* DePaola, Tomie. *The Legend of the Bluebonnet* (Comanche tale) Gobel, Paul. *Her Seven Brothers.* Mayo, Gretchen. *Star Tales: North American Indian Stories About the Stars.* Monroe, Jean Guard. *They Dance in the Sky.* Roth, Susan. *The Story of Light.* Schoolcraft, H.R., comp. *Fire Plume.* Taylor, Harriet Peck. *Coyote Places the Stars.*
PROGRAMS:	Choose an Indian name and tell why you chose it. (See "How an Indian was Named" in the Activity section of this manual) Focus program on Indian legends on the moon, the sun, and the stars. Use shapes around room to make constellations (stars), moon, and sun. Manipulate lights to make daylight/darkness effect.
GAMES:	Indian Games
CRAFT:	Indian Sand Painting Owner Sticks, from *Indian Games and Crafts* by Robert Hofsinde.
POEMS:	A Song of Greatness (Chippewa Indian Song)
STORIES:	Groundhog Dance Group sits around "campfire" and tell Indian tales (see list of books above)

THEME:	Pioneers: Taming the Wild West
AGE RANGE:	4th–5th grades
BOOKS:	Brink, Carol Ryrie. *Caddie Woodlawn.* Fox, Mary. *The Story of Women Who Shaped the West.* Fradin, Dennis. *Pioneers.* Freedman, Russell. *Children of the Wild West.* Gutman, Bill. *Across the Wild River.* Hooks, William. *Pioneer Cat.* Kalman, Bobbie. *Settler Sayings.* Knight, Amelia Stewart. *The Way West: Journal of a Pioneer Woman.* Lawlor, Laurie. *Daniel Boone.* Laycock, George. *How the Settlers Lived.* MacLachlan, Patricia. *Sarah, Plain and Tall.* Press, Petra. *A Multicultural Portrait of the Move West.* Stein, R. Conrad. *The Story of the Oregon Trail.* Townsend, Tom. *Davy Crockett, an American Hero.* Turner, Ann Warren. *Dakota Dugout.* Wilder, Laura Ingalls. *Little House on the Prairie.*
STORIES:	Dewey, Ariane. *Narrow Escapes of Davy Crockett.* Brink, Carol Ryrie. "Scalp Belt" from *Caddie Woodlawn.*
ACTIVITIES:	Cat's Cradle, from *The Story Vine* by Anne Pellowski, p. 31-44.
CRAFTS:	Make a coonskin cap, a bonnet or a log cabin from *Let's Be Early Settlers with Daniel Boone* by Peggy Parish, pp. 26-27, pp.22-23, pp. 72-74. Shoebox Covered Wagon
COLORING PAGES & HANDOUTS:	Covered Wagon Davy Crockett "paperdoll." Dress Davy Crockett in your choice of pioneer clothes.

THEME: Teepee Days: At Home with American Indians

AGE RANGE: 4th–5th grades

BOOKS:

Baker, Olaf. *Where the Buffalo Begin.*
Banks, Lynne Reid. *Indian in the Cupboard.*
Cohen, Carol Lee. *The Mud Pony.*
Colver, Anne. *Bread-and-Butter Indian.*
Jeffers, Susan. *Song of Hiawatha.*
Jeffers, Susan. *Brother Eagle, Sister Sky.*
Lyon, George Ella. *Dreamplace.*
MacGill-Callahan, Sheila. *And Still the Turtle Watched.*
Martin, Rafe. *The Rough-Faced Girl.*
Martin, Bill. *Knots on a Counting Rope.*

BOOKS TO DISPLAY OR BOOKTALK:

Dalgliesh, Alice. *The Courage of Sarah Nolde.*
Hoyt-Goldsmith, Diane. *Totem Pole.*
O'Dell, Scott. *Island of the Blue Dolphin.*

POEMS:

Bierhorst, John. *On the Road of Stars—Native American Night Poems and Sleep Charms.*
Sneve, Virginia Driving Hawk. *Dancing Teepees:Poems of American Indian Youth.*

STORIES:

Rodanas, Kristina. *Dragonfly's Tale.*
"Indian Cinderella" in *Hey! Listen to This*, edited by Jim Trelease.

ACTIVITIES: Indian Sign Language

GAMES, RIDDLES & PUZZLES:

Indian Games
Use Indian games suitable for group and library space from *Indian Games and Crafts* by Robert Hofsinde.

CRAFTS:

Dragonfly
Totem Poles
To make pottery, use modeling clay to form into a long fat snake and then form a pot by coiling it around and around.
Use beads, macaroni, shells, corn kernels, acorns pumpkin seeds, nut, rocks, and so on to make Indian jewelry. Check at a crafts store for stringing materials.
Select crafts from S&S Crafts catalog, such as rain stick, rain dance rattles, beading, or Indian bead rings.

VIDEO: Dragonfly's Tale

SNACK: Popcorn, which originated with the Native Americans.

THEME: Western Round-up

AGE RANGE: 6th grade

BOOKS:

Asher, Dr. Harry. *The Alternate Knot Book.*

Budworth, Geoffrey. *The Knot Book.* (includes a chapter on tricks)

Gibson, Walter. *Fell's Official Guide to Knots and How to Tie Them.* (lasso and tricks)

Gibson, Walter. *Knots and How to Tie Them.*

Owen, Peter. *Knots: More Than 50 of the Most Useful Knots for Camping, Sailing, Fishing, and climbing.*

Jacobson, Cliff. *The Basic Essentials of Knots for the Outdoors.*

Knots and How to Tie Them.

DEMONSTRATIONS:

Hire a professional rope spinner and have guests practice rope spinning and lassoing a stick horse.

Invite a Boy Scout Troop to make a demonstration of knot tying and let the kids try each kind of knot. Include the "Disappearing Knot" trick as listed on p. 7-9 in the *Cub Scout Leader How-To Book.*

DISPLAY: Different cattle brands: use *Cattle Brand of the Acadiens and Early Settlers of Louisiana—Attakapas* by W. N. Schoeffler. Include real branding irons in display.

ACTIVITY: Brands

CRAFT: Branding Iron Stamp

GAMES: Set up a game of horseshoes outside.

FOOD: Have a real covered wagon come to the library and hand out trail mix to the kids. Give the children the feeling of a real chuck wagon.

THEME: Round-up Some Fun

AGE: 6th grade

PROGRAM SUGGESTIONS: Teach line dancing

Have a fiddle player and/or guitar player come to the library and play. Allow the children to ask questions. The children could be encouraged to bring their own instruments.

Teach square dancing. Get a professional caller or use records with standard calls. (See Resource List for listing of Louisiana Square Dance Association members.)

Invite baton twirling group to do presentation.

VIDEO: Christy Lane's Line Dancing

THEME:	Westward Ho! Pioneers at home
AGE:	6th grade
BOOKS TO DISPLAY OR BOOKTALK:	Alter, Judith. *Women of the Old West.* Alter, Judith. *Growing Up in the Old West.* Fisher, Leonard. *The Oregon Trail.* Laycock, George. *How the Settlers Lived.*
DEMONSTRATIONS:	Invite people to demonstrate various pioneer crafts, such as wood splitting, pottery making, quiltmaking, or weaving.
FILM:	Oregon Trail, LSL, 32 min.

THEME:	Summer Pow Wow
AGE:	6th grade
BOOKS TO DISPLAY OR BOOKTALK:	Freedman, Russell. *Buffalo Hunt.* Banks, Lynn Reid. *Indian in the Cupboard* (series) Display Indian tribe books from your collection (970s)
PROGRAM:	Ask someone from a local Indian tribe to demonstrate basket weaving.
CRAFT:	Singing Button Use kits from S & S Arts and Crafts to make Kachina Spirit Dolls, Mandalas, Ojo De Dios, Jewelry, and so on. (See Resource List for ordering information.)
ACTIVITY:	How an Indian was Named
POEM:	About Indians
FILMS:	Sioux Legends, LSL, 20 min. Pow Wow, LSL, 15 min. Hopi Indian Arts and Crafts, LSL, 10 min.
VIDEOS:	The Indian in the Cupboard The Return of the Indian The Secret of the Indian The Mystery of the Cupboard

THEME:	The Rush for Gold
AGE RANGE:	6th and up
BOOKS TO DISPLAY	Blumberg, Rhoda. *The Great American Gold Rush.* Meltzer, Milton. *Gold: The True Story of Why People Search for It, Mine It, Trade It, Steal It, Mint It, Hoard It, Shape It, Wear It, Fight and Kill for It.* Van Steenwyk, Elizabeth. *The California Gold Rush.* Wade, Linda R. *California: The Rush for Gold.*
GUEST SPEAKER:	Have a jeweler come in and discuss the different types of gold, weight, styles, and cost of gold. How do you clean your gold jewelry?
FILM:	Gold: Finders and Seekers, 26 min., Jefferson Parish (MP00684) Gold Rush Boy, 16 min. Gold: The Sacred Metal, 17 min.
HANDOUT:	Give each child a gold foiled wrapped candy!
STORIES:	Claudel, Calvin Andre. *Fools and Rascals: Louisiana Folktales.* "Hiding the Gold" (add a Cajun accent when reading the story)

THEME:	Tell a Tale—Western Legends and Heroes
AGE RANGE:	6th and up
BOOKS:	Kellogg, Steven. *Pecos Bill: A Tall Tale.* Hayes, William. *How the True Facts Started in Simpsonville and Other Tales of the West.* *Cobblestone Magazine*, Vol. 15, No. 7. Sam Houston is the topic of this issue.
BOOKS TO DISPLAY:	Fritz, Jean. *Make Way for Sam Houston.* Folsom, Franklin. *Black Cowboy: The Life and Legend of George McJunkin.* Gleiter, Jan. *Daniel Boone.* Green Carl. *Bat Materson.* Green, Carl. *Wild Bill Hickok.* Greene, Carol. *Daniel Boone.* Miller, Robert. *The Story of Nat Love.* Robinson, Nancy. *Buffalo Bill.* Sonneborn, Liz. *Will Rogers: Cherokee Entertainer.* Stevens, Eden Vale. *Buffalo Bill.*
STORIES:	"Dem Besketball Game, It" and "He Flied Out to Santa" from *Once Upon a Bayou* by Howard Jacobs. "The Legend of Charley Parkhurst" from *Best-Loved Stories Told at the National Storytelling Festival.*
DISPLAY:	Use posters such as Western Frontier Life, Leaders of the Westward Movement, Other Western Legends
FILM:	Paul Bunyan, 17 min.
VIDEO:	Annie Oakley

THEME:	Wanted/Outlaws
AGE RANGE:	6th and up
BOOKS:	Green, Carl R. *Belle Star.* Green, Carl. R. *Billy the Kid.* Green, Carl R. *Jesse James.* Hanauer, Elsie V. *The Old West: People and Places.* Marrin, Albert. *Cowboys, Indians and Gunfighters: The Story of the Cattle Kingdom.*
DISPLAY:	Wanted Posters: ask the local sheriff's office for wanted posters.
POEM:	Steig, Jeanne. *Alpha Beta Chowder.* "When Real Men Rode the Range"
CRAFT:	Wanted Poster/Design a Tombstone
FILM:	Book Him, 10 min., Jefferson Parish Library The Real West, 54 min., LSL

THEME: Frontier Food

AGE RANGE: 6th and up

BOOKS:
"The Expedient Art of Pioneer Cookery" from *The Old West: The Pioneers*, p. 106.
Freedman, Russell. *Cowboys of the Wild West.*
Kalman, Bobbie. *Food for the Settler.*

RECIPES: Flapjacks, Biscuits, Cowboy Beans, Beef Jerky

THEME: Pony Express

AGE RANGE: 6th and up

BOOKS:
Robinson, Nancy. *Buffalo Bill.*
The Saga of the Pony Express: 1860-1861.
Van der Linde, Laurel. *The Pony Express.*
Lake, A.L. *Pony Express.*
DiCerto, Joseph. *The Pony Express: Hoofbeats in the Wilderness.*

GAMES, RIDDLES & PUZZLES: Pony Express

THEME:	Rodeo Day Roundup
AGE RANGE:	6th and up
BOOKS:	*The Book of the American West.* Chapters include "Cowboy Equipment", "Cowboy Work", and "The Roundup." Granfield, Linda. *Cowboy: An Album.* *Kids Discover*, April 1994, "Cowboys." (The entire issue is devoted to cowboys, cattle drives, etc.) Murdoch, David. *Cowboy.*
DEMONSTRATION:	Invite someone to demonstrate rope tricks and to explain how to do calf roping. steer wrestling, bronco riding, cattle branding
GAMES, RIDDLES & PUZZLES	Organize a relay race using beans in spoons.
ACTIVITIES:	Brands
FILM:	Rodeo Cowboys, 22 min., Jefferson Parish

Activities

BRANDS

Branding has been around for thousands of years. Tomb paintings of the Egyptians over four thousand years old show them branding their spotted cattle. When the Spanish explorer Hernando Cortes came to the New World, he brought a small herd of cattle with him. He branded these cattle with a mark of three crosses.

The vaqueros who worked in Mexico and California continued this practice, and as ranching spread to Texas and other western states the American cowboys developed their own brands.

A brand showed ownership, and since different herds grazed in the same area a stray calf was definitely marked and no one had to fight over possession of it. Branding also discouraged rustlers. It was difficult to change brands, and branded cattle could not be sold by anyone but the owner.

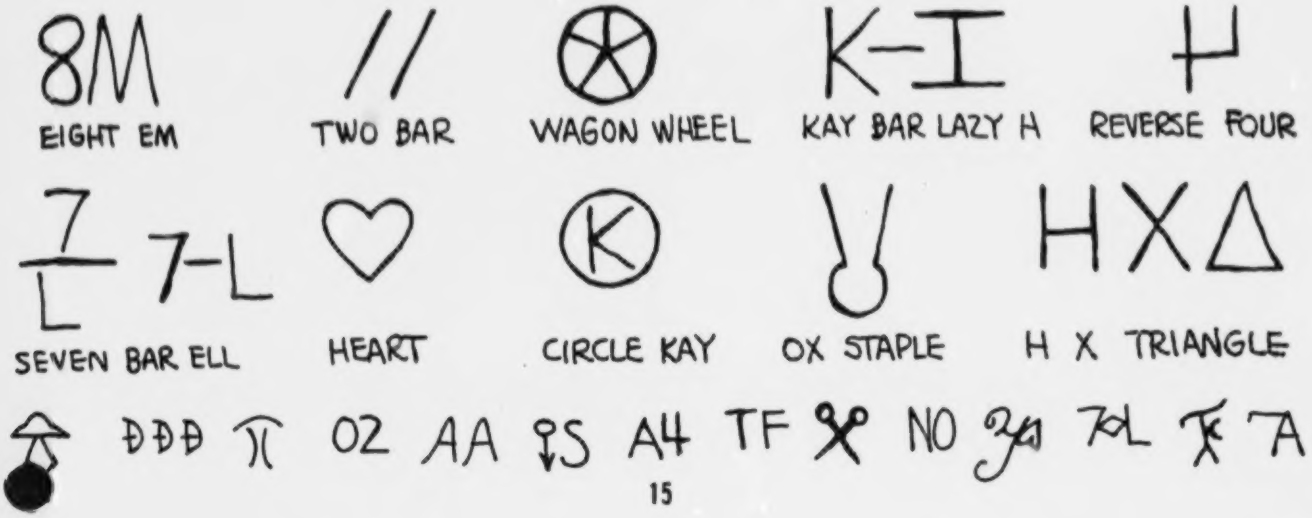
As time went on, it became difficult to think of a new brand. The cowboy or rancher who did really had to be inventive.

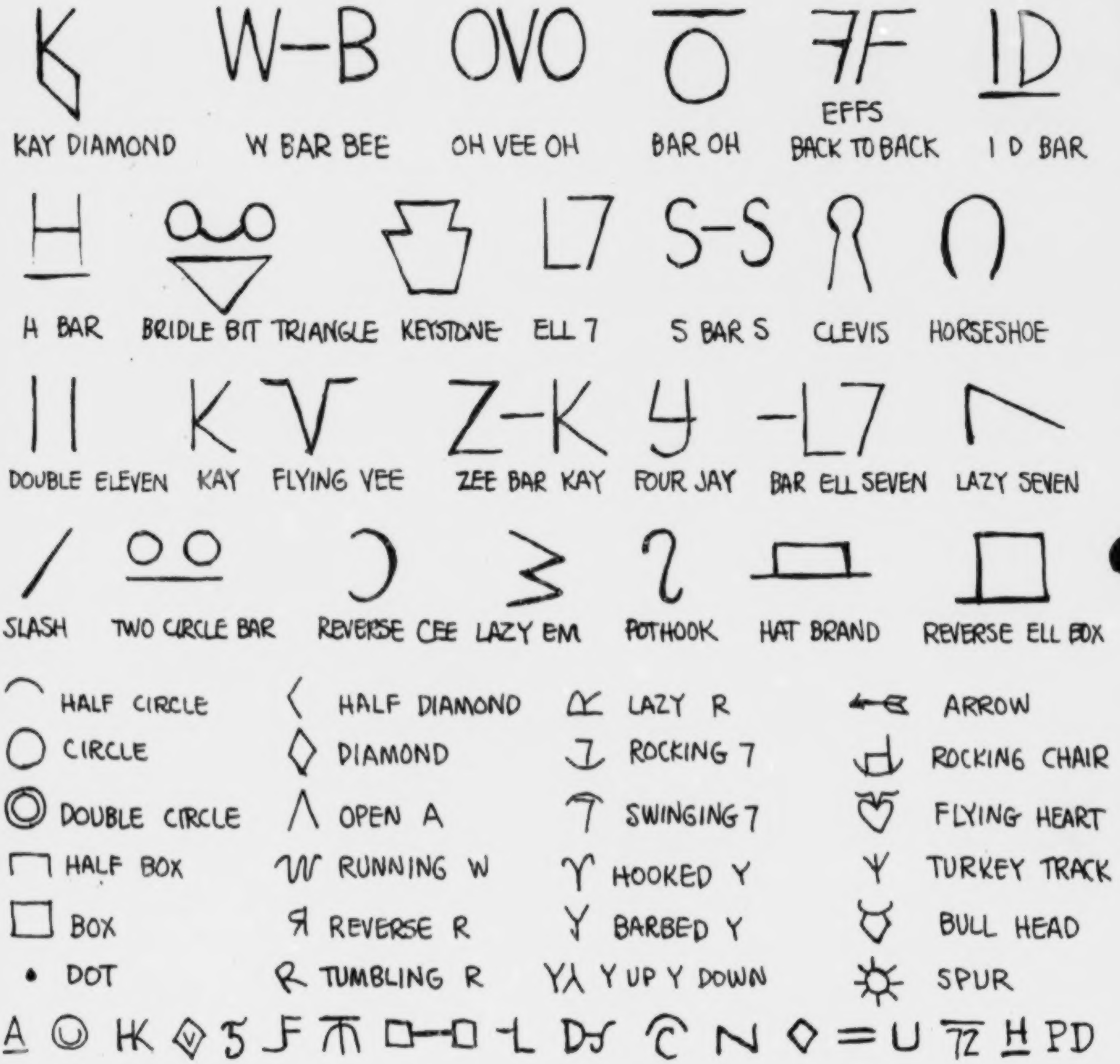
A cowboy read the parts of a brand in the following manner: from left to right, from top to bottom and from outside to inside.

Several examples of brands are shown below. Show them to the children or duplicate copies for each child. Discuss the different types of brands. Then give each child an 8½" x 11" piece of white poster board. On this each child should draw a brand that he has created. Tell the children to think a lot before drawing. Each child should attempt to say something about himself in the brand he creates. When they are finished, hang the brands about the classroom and see if the students can identify the creator of each brand.

Another way you might do this is to get several long pieces of brown wrapping paper. On this paper, children could use black or brown markers to make several different brands.

From: *Cowboys: An Activity Book* by John Artman © 1982 Good Apple




K
KAY DIAMOND
W-B
W BAR BEE
OVO
OH VEE OH
BAR OH
EFFS BACK TO BACK
ID
I D BAR
H BAR
BRIDLE BIT TRIANGLE
KEYSTONE
L7
ELL 7
S-S
S BAR S
CLEVIS
HORSESHOE
DOUBLE ELEVEN
K
KAY
FLYING VEE
Z-K
ZEE BAR KAY
FOUR JAY
-L7
BAR ELL SEVEN
LAZY SEVEN
SLASH
TWO CIRCLE BAR
REVERSE CEE
LAZY EM
POTHOOK
HAT BRAND
REVERSE ELL BOX
HALF CIRCLE
CIRCLE
DOUBLE CIRCLE
HALF BOX
BOX
DOT
HALF DIAMOND
DIAMOND
OPEN A
RUNNING W
REVERSE R
TUMBLING R
LAZY R
ROCKING 7
SWINGING 7
HOOKED Y
BARBED Y
Y UP Y DOWN
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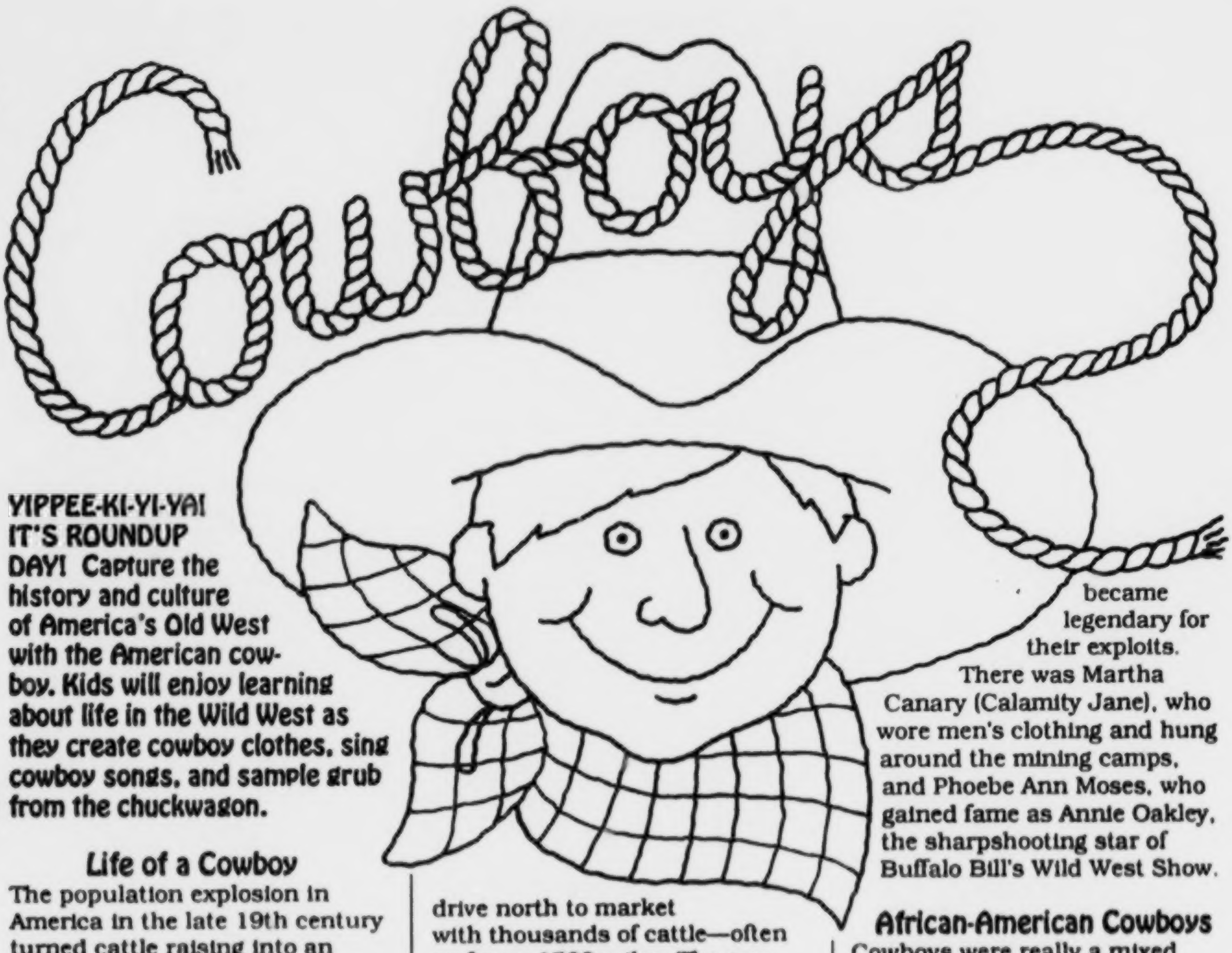

YIPPEE-KI-YI-YA! IT'S ROUNDUP DAY! Capture the history and culture of America's Old West with the American cowboy. Kids will enjoy learning about life in the Wild West as they create cowboy clothes, sing cowboy songs, and sample grub from the chuckwagon.

Life of a Cowboy

The population explosion in America in the late 19th century turned cattle raising into an industry to meet the demand for meat. Cowboys were the frontier men who herded the cattle, tamed wild horses, and mended fences for cattle ranchers during a brief period which lasted from the end of the Civil War (1866) to 1887. Their life was difficult and lonely for their home was on the range with the cattle. Cowboys were young—usually in their twenties—but their time on the range aged them quickly. Their cow-punching career lasted only about seven years.

A cowboy's job began with the spring roundup in which the one- and two-year-old cattle were separated from the herd and set out on the long trail to market. New calves were roped and branded at this time. Then the cowboys would begin their drive north to market with thousands of cattle—often as far as 1500 miles. The cowboys made the ranch owners wealthy while their own pay was small, about 35 dollars a month. Still, they took pride in their lifestyle.

Cowgirls

Women were scarce in the early years of the West. In some territories, men outnumbered women nine to one. But by the 1860's, there was a steady stream of women traveling from the eastern states to settle in the West. These women would help shape the next generations of westerners. Their work was in the home, where they cooked, sewed, and worked for their families in often dismal conditions. Cowgirls were unheard of in these years. The press exaggerated stories of some women who became legendary for their exploits. There was Martha Canary (Calamity Jane), who wore men's clothing and hung around the mining camps, and Phoebe Ann Moses, who gained fame as Annie Oakley, the sharpshooting star of Buffalo Bill's Wild West Show.

African-American Cowboys

Cowboys were really a mixed group of African-Americans, Native Americans, Mexicans, and Anglo-Americans. In fact, one out of every six cowboys was black. After the Civil War, many ex-slaves became cowhands because it was the only work available to them. The most famous of all black cowboys was Nat Love, a trail driver, rodeo champ, Indian fighter, and sharpshooter. Look to *Cowboys* by Robert H. Miller (Burdett, 1991) for stories about black cowboys.

Cattle Trails

Cattle trails linked the range with railroads that transported the cattle to the Chicago meatpackers. From there, the meat was sent on to the populated eastern cities. The most traveled

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trail was the Chisholm Trail, which handled half of all the cattle that moved from Texas. It was an 800-mile path from Brownsville, Texas to Dodge City, Ellsworth, and Abilene, Kansas. An average herd of 2500 cattle might take ten cowboys and a trail boss about four months to drive to these northern railheads. About 100 million cattle and ten million horses traveled these western cattle trails in this 20-year period.

Ranch Kids

Life in the Old West was different for children who lived in cattle country than for those who lived on the prairie. Boys learned to handle a horse by the time they were five or six years old. They were sent on errands by horseback at a very young age and learned to handle a horse team hitched to a plow or wagon. Girls were assigned household chores—dipping candles, washing clothes, sewing, baking, and milking. They were the caretakers for the very young children. But they also herded livestock, fed chickens, collected wood and buffalo chips, made soap, and churned butter.

Life on the frontier was hard work, without much time for play. The people lived in such isolation that children rarely had playmates other than their own siblings. Still, frontier life held a world of wonder and they invented their own fun in a wide-open world of freedom, where there were few "don'ts" and kids learned to be very self-reliant. Wild creatures became part of the fun on a ranch, where a child might have a live pet—a prairie dog, if it could be caught. Toads were often captured and tied to a leash made of string. And it was always fun to chase rabbits or prairie chickens! Kids could have a rodeo anytime they chose, with calves to brand and young horses to rope, saddle, and ride for the very first time.

Songs of the West

Cowboy songs capture the spirit of the Old West. Some of these songs were like lullabies sung to the cattle at night to reassure them that cowboys were around to take care of them. Other songs were sung on the move, with the rolling rhythm of riding. And many songs were sung around the campfires at night. These songs told of the cowboys' life on the range. The cattle lullabies were very useful to the cowboys. In the quiet prairie night, even the slightest noise could frighten the herd and send it charging over the plains, causing a stampede. But the sound of a human voice quieted the cattle, letting them know that somebody was there to protect them from harm. So some cowboys stayed up all night, circling the herd and singing lullabies as they rode. These songs were called "night-herding" songs and helped to keep the cowboys awake on the job.

Food on the Range

Besides being exhausted after 15 or more hours of riding in the saddle, the cowboys were hungry. A campfire and the sight of "cookie" rustling up the night's meal was a welcome sight. The meal was made in a makeshift kitchen concocted on a wagon. It was known as the chuckwagon. Cookie, probably a former cowboy with little or no cooking ability, made a high-fat meal that might consist of sowbelly (bacon), beans, fried batter bread, and stew. Even though they had tons of beef at hand, there was no way to keep it from spoiling. The stew usually had the meat of what could be killed on the range—jackrabbit or prairie chickens. The drink of choice was strong coffee that had eggshells ground into it. A real luxury might have been dried apples or raisins. Share some cowboy grub with your class. Make a mock version of coffee using instant hot chocolate mix. Call it "cowboy coffee." Throw in some mini-marshmallows (eggshells). Then whip up some Texas Hash in your crock pot by making use of your favorite chili or stew recipe. Complete your meal with some dried fruit.

Cowboy Books

Rosie and the Rustlers
by Roy Gerrard (Farrar, 1989)

The Zebra-Riding Cowboy: A Folk Song From the Old West
collected by Angela Shelf Medearis (Holt, 1992)

Cowboy Dreams
by Dayal Kaur Khalsa (Potter, 1990)

Someday Rider
by Ann Herbert Scott (Clarion, 1989)

Cowboy Country
by Ann Herbert Scott (Clarion, 1993)

The Cowboy and the Black-Eyed Pea
by Tony Johnston (Putnam, 1992)

Cowboys
by Glen Rounds (Holiday, 1991)

Four Dollars and Fifty Cents
by Eric A. Kimmel (Holiday, 1990)

Eyewitness Books: Cowboy
by David H. Murdoch (Knopf, 1993)

Children of the Wild West
by Russell Freedman (Scholastic, 1983)

Cowboys
by Elaine Landau (Watts, 1990)

Songs of the Wild West
by Alan Axelrod (Simon & Schuster, 1991)

Cowboys
by Charles Sullivan (Rizzoli, 1993)

WILD WEST
SHOW

Cowboy Show

Students will enjoy creating a Wild West "show" (p.35) to take on the road to neighboring classrooms. Dress your students in western wear (p.32) and let them share what they've learned about America's past.

COWBOY ACTIVITIES

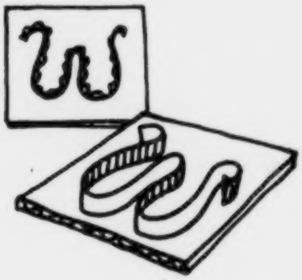
Git Along. Little Dogies

Cattle and horses were first brought to North America by European settlers. The most successful of the beef cattle was the Hereford, which was imported from England. A Hereford bull might stand 5½ feet tall and weigh over 3,000 pounds! Another breed, the Texas Longhorn, descended from Spanish cattle. Cowboys learned to be wary of the Longhorn, which was wild and mean and the proud owner of 5-foot-long horns. Cowboys affectionately called the cattle "little dogies." One of their favorite songs was a tune called "Git Along, Little Dogies." The lyrics paint a picture of life along a cattle drive. It was sung at a fast tempo to match the rhythm of the horse's gait. In the song, the cattle are being driven from Texas, where they were born, to summer grazing grounds in Wyoming, home of the prickly pear and cholla (CHOY-a) cactus. From there, the dogies will move on to Idaho and will be sold to the government as food for the Indians on reservations there.

1. *As I was a-walking one morning for pleasure,*
   I spied a cow-puncher a-ridin' along.
   His hat was throwed back and his spurs were a-jinglin',
   And as he approached he was singin' this song:
      Chorus:
      Whoop-ee ti-yi-yo, git along little dogies.
      It's your misfortune and none of my own.
      Whoop-ee ti-yi-yo, git along little dogies.
      You know that Wyoming will be your new home.
2. *It's early in the spring that we round up the dogies,*
   We mark them and brand them and bob off their tails.
   We round up our horses, load up the chuckwagon,
   And throw the dogies out on the trail. (Chorus)
3. *It's whooping and yelling and drivin' the dogies,*
   And oh how I wish you would only go on!
   It's whooping and punching, go on, little dogies.
   You know that Wyoming will be your new home. (Chorus)
4. *Some boys, they go up on the trail just for pleasure,*
   But that's where they get it most awfully wrong.
   You haven't a notion the trouble they give us.
   It takes all our time to keep moving along. (Chorus)
5. *Your mother was raised way down in Texas,*
   Where the jimson weed and the sandburs grow.
   We'll fill you up on prickly pear and cholla,
   Then throw you on the trail to Idaho. (Chorus)

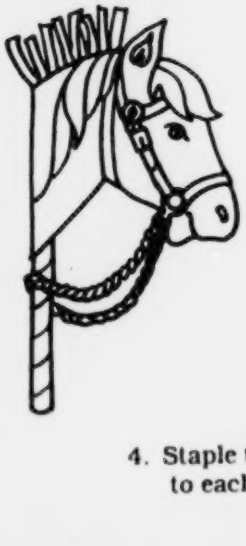
Check Out My Brand

Branding was the way in which ranchers identified their cattle. The brands were usually simple designs of letters and/or shapes burned through the animal's hair onto its hide. Challenge your students to create their own brand designs. Provide each child with a 3-inch square of corrugated cardboard and a half-inch wide strip of corrugated from which the facing has been removed. This leaves a flexible strip which can be curved to fit a design. Trace the brand design backwards on the square (it will then print correctly). Apply a line of glue along the design and place the edge of the flexible cardboard strip along the glue. Hold it in place until it dries. To print the brands, make a stamp pad by folding several layers of wet paper towel into a pad shape. Sprinkle dry tempera paint onto the pad, dip the brand stamp into the pad and print it on paper. Encourage kids to identify their work papers or costumes with the brands.



A Cowboy's Best Friend

The cowboy and his horse were a team. Their working day was often 15 hours long! Without horses, it would have been impossible to round up and drive the thousands of cattle over the plains. The first American breed of horse was a cross between the Spanish and English horse. It was known as a quarter horse. It was the perfect cow pony because it was strong, fast, and agile. Kids will enjoy creating their own "stick" cow ponies to ride in the classroom. You'll need tape, newspaper, brown or black construction paper, scissors, glue, stapler, black marker, pencil, string or yarn, and a pattern (p.34) for each student. First make the stick by tightly rolling several sheets of double-page newspaper on the diagonal. Tape to hold.



1. Tape the pony pattern to a sunny window and trace it to create a reverse pattern. Make a copy of each for every student (on gray or brown paper). Cut out.
2. Glue pony heads to opposite sides of pole.
3. Cut a piece of brown or black construction paper in half. Cut a fringe and curl ends with a pencil. Glue the fringe to the top edge of pony head.
4. Staple the ends of a long piece of yarn to each side of pony head for reins.

A Roping Fool

The most useful tool a cowboy had was his rope or lariat. Give your cowhands a piece of rope. Go outside and let them try to twirl it. Teach them the following chant to say while roping:

Like every cowhand,
I'm a ropin' fool.
No cowhand's ever
Without this tool.
I swing it to the left
And swing it to the right.
My swinging rope is a
Whoop-de-do sight!
I swing it up and swing it down.
I swing it around and around.
I swing fast with a big hurrah,
Then shout a great big "Yee-ha!"

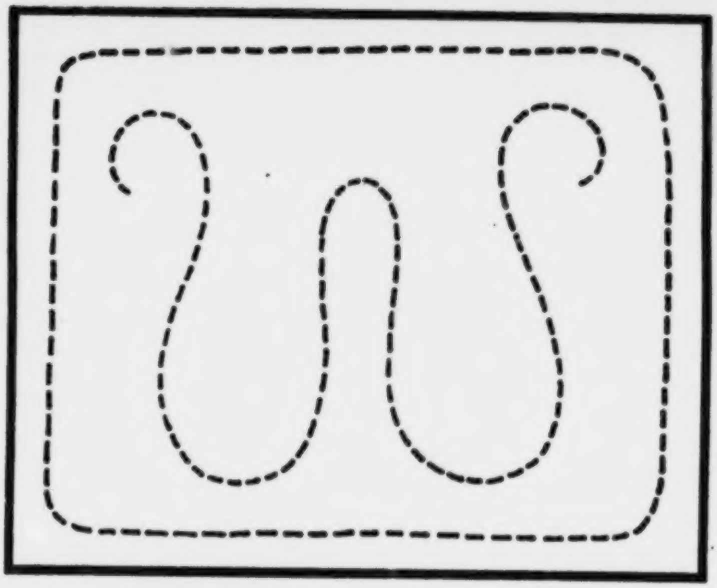
Trail Game

Have fun organizing a trail ride with this memory game. Ask the children to sit in a circle. Select one student to be the "trail boss." The boss stands in the center of the circle and starts the drive by slapping his/her thighs to make a galloping sound, saying, "I'm going on a trail drive and I'll need my __________ *(lariat, canteen, chuckwagon, hat, chaps, etc.)*." Then the whole class joins in by slapping their thighs until the trail boss calls out the name of a cowboy/girl in the class. The galloping stops to let that child join the trail boss in the center of the circle, repeat the chant, and add a new item to the list. Galloping begins again and the child picks a new cowboy or girl. Begin a new trail drive once you have ten cowboys in the circle.

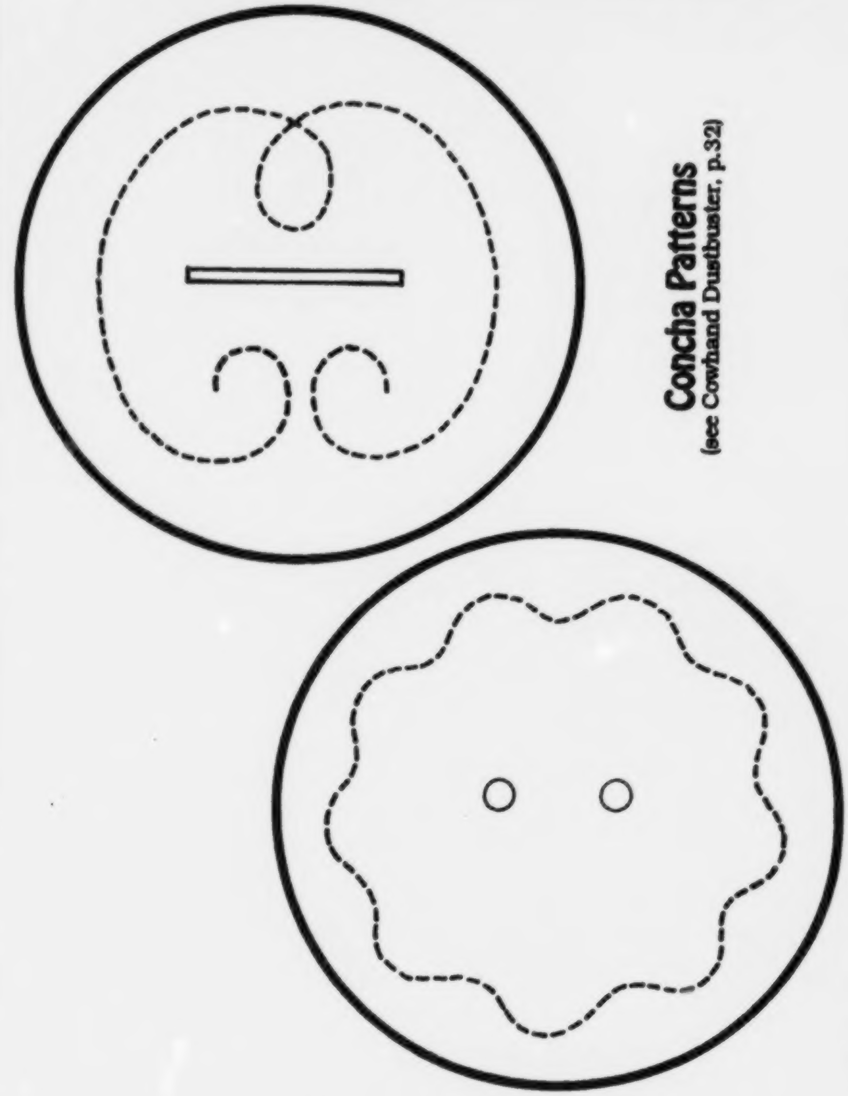
Ride 'Em, Cowboys!

Sing this song as a round to the tune of "Row, Row, Row Your Boat." Kids will enjoy riding their stick cow ponies around the gym or playground as they sing...or have them simply slap their thighs to make a galloping sound while singing.

Ride, ride, ride the range.
Round up all the cows.
Yippee-ki-yo, yippee-ki-ya.
Let me show you how!



Buckle Pattern
(see Cowhand Jewelry, p.33)



Concha Patterns
(see Cowhand Dustbuster, p.32)

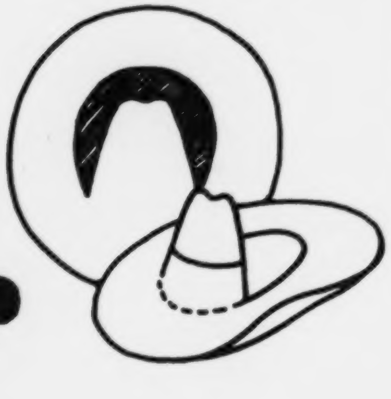
WESTERN WEAR

Rustle up some paper bags, craft supplies, and imagination to create a cowboy costume for every student.

Ten Gallon Hat

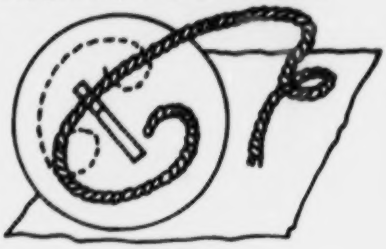
The cowboy's hat was a functional piece of clothing, providing shade from the sun and acting as a mini-umbrella in the rain and snow. It might even be used to carry water to a thirsty horse, fan a starting campfire, or act as a pillow at the campsite. The term ten-gallon hat was given to hats that were high-crowned. Help your students make a ten-gallon hat out of 2 brown grocery bags, scissors, string, tape, ruler, and pencil.

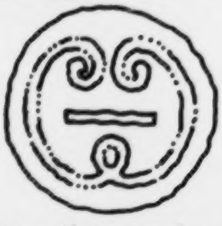
1. Cut open two grocery bags so that they lie flat.
2. Cut a 12-inch piece of string. Tie one end around the pencil. Place the other end in the center of the least creased part of the bag. Tape in place. Place your finger on the string. With the other hand, move the pencil to draw a large circle on the bag.
3. Cut out the circle. Trace it on the other bag and cut it out.
4. Glue the two circles together so that no writing shows.
5. Fold the circles in half to make a slight crease. Unfold. Draw the crown of the hat as shown. Carefully cut away the shaded section.
6. Roll up sides of the hat and make a crease in the crown. Draw a fancy headband.



Cowhand Dustbuster

Cowboys usually wore a neckerchief around their neck called a "wild rag" or bandanna. The bandanna was not just worn for decoration; it was very useful, protecting the cowboy's neck from the hot sun. It was pulled up over the nose and mouth in a dust storm or during a stampede. It also could be dampened and hung around the neck to help one cool off in the hot sun. Have children bring in bandannas from home or make your own out of tissue paper. Knot the bandana around each cowhand's neck or pull it through a special piece of cowboy jewelry called a concha.



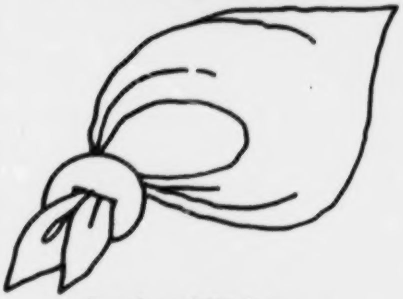


To make a silver concha, you will need tagboard, aluminum foil, glue, string, and scissors.

1. Glue concha pattern onto tag board and cut it out.
2. Carefully cut slit in the center.
3. Glue string onto the concha along the design lines.
4. Wrap a small piece of aluminum foil around the concha. Smooth with your fingers. Glue the foil to the concha on the back.
5. Make a slit in the foil to match the slit in the concha.

For the bandanna, you'll need red tissue and scissors.

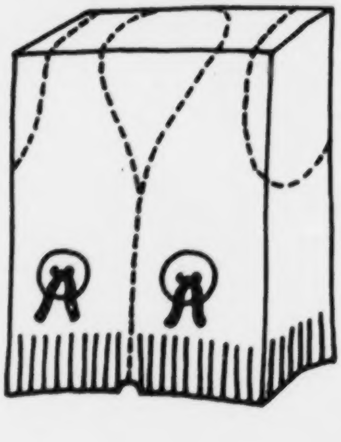
1. Cut a single sheet of tissue paper in half on the diagonal.
2. Wrap it around the neck and carefully pull ends through center slit of the concha.



Cowhand Waistcoat

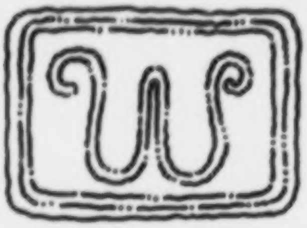
A cowboy vest was called a waistcoat. It was often made of leather and helped to keep the body warm without the bulkiness of a jacket. Have your cowhands make their own waistcoats. You'll need a brown grocery bag, pencil, and scissors.

1. Use a pencil to sketch the armholes and neckhole as shown. Cut out.
2. Fringe the bottom edge of the waistcoat with scissors.
3. To give it that aged leather look, simply crumple the paper. The more you crumple, the softer the bag becomes.



Cowhand Jewelry

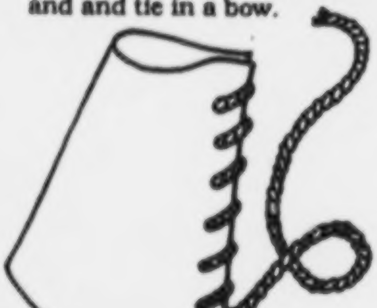
Belt buckles really did not become popular until after the 1920s when they were given as prizes in rodeos. Cowboys of the Old West wore suspenders to hold up their pants because a belt buckle could cause internal injuries if the cowboy was thrown off a horse. Make a belt buckle with your buckaroos. You'll need tagboard, aluminum foil, glue, string, and scissors. Follow the directions for the silver concha, eliminating the slit.



Cowhand Cuffs

Cowboys often wore buckskin gloves and leather cuffs when roping calves. They learned to protect their hands and arms from rope burns while using their lariats. The cuffs also secured loose shirt sleeves. Make a pair of cuffs out of a grocery bag. You'll also need a pencil, scissors, hole punch, and some brown yarn.

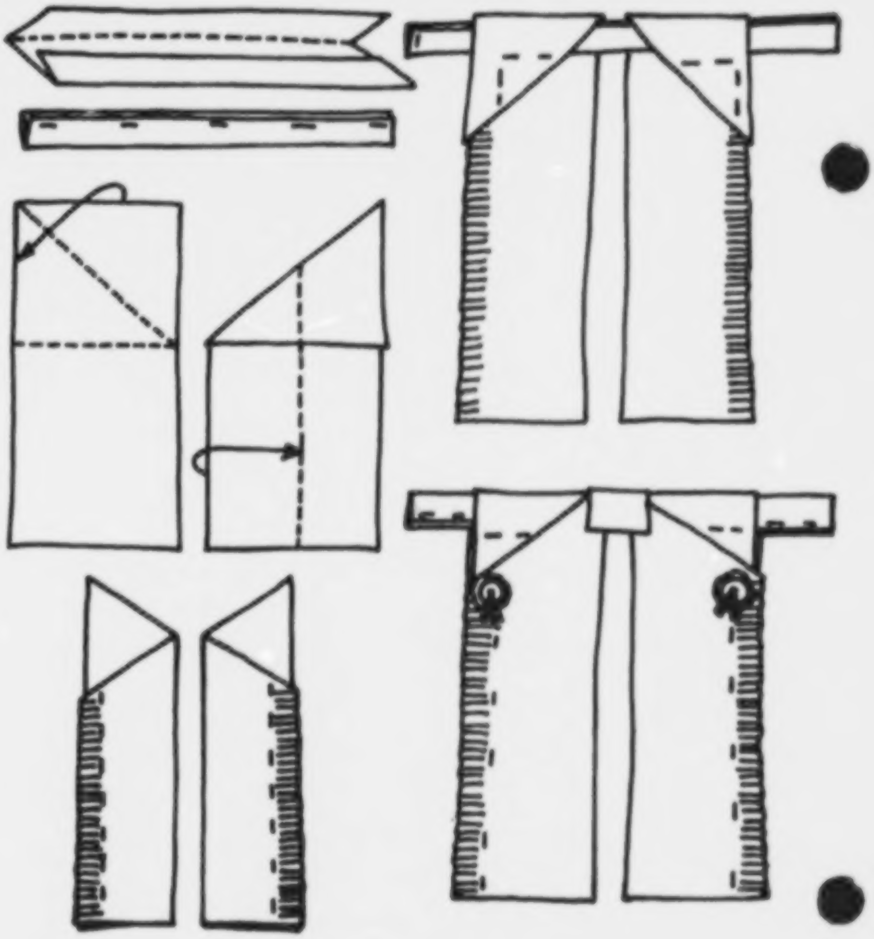
1. Draw two cuff shapes onto a flat portion of the grocery bag. Cut out.
2. Fold each cuff in half and use a hole punch to make holes along the edge.
3. String a piece of yarn through the holes as shown.
4. Put hand through cuff and arrange on wrist. Tighten lace and and tie in a bow.



Cowhand Chaps

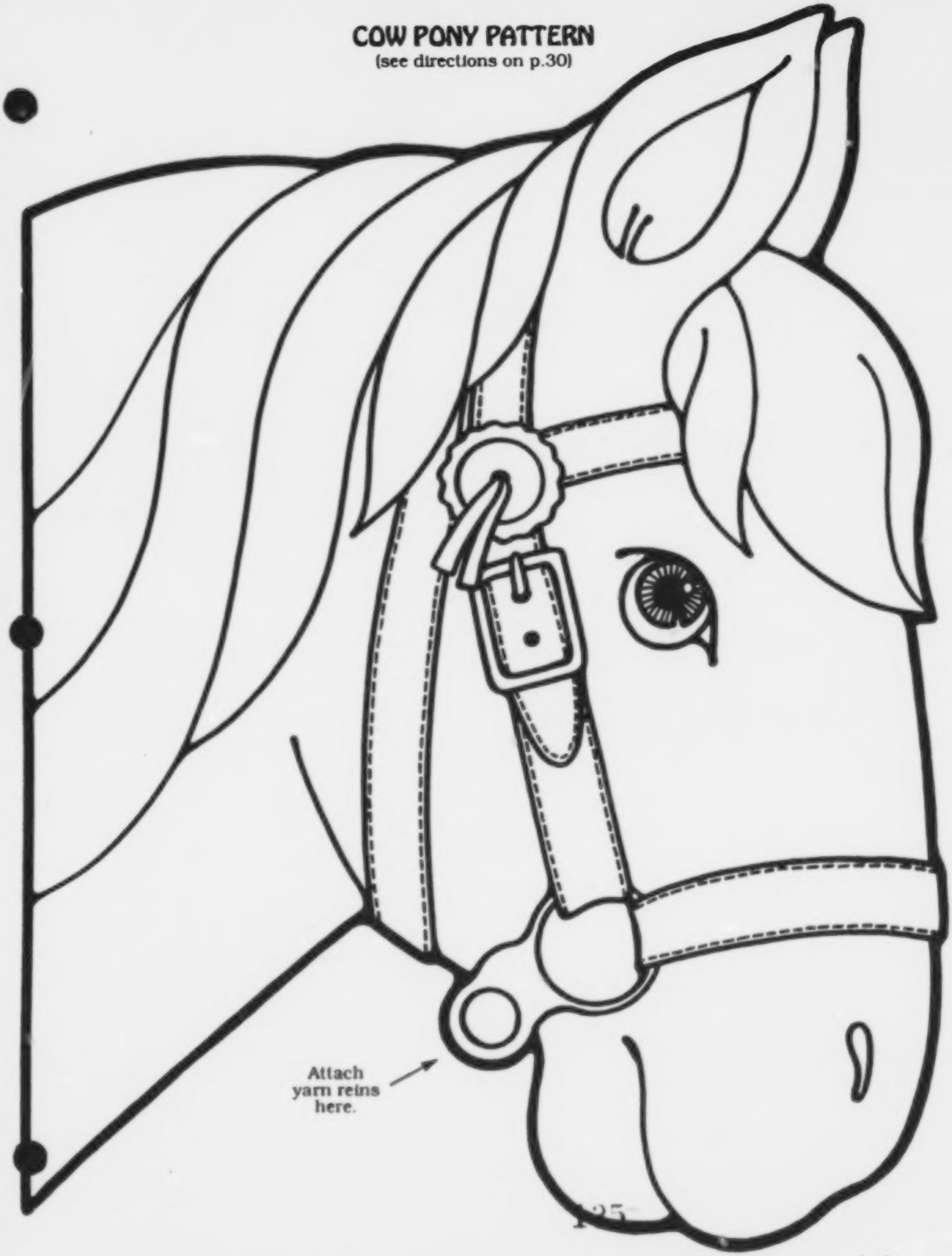
Riding on a saddle for long hours through thorny brush was hard on cowboys' legs. Leather or Angora goatskin chaps were worn to protect them. Chaps also helped to protect their legs from cattle horns and horse bites. Make a pair of chaps for your hard-riding cowhands. You'll need three brown grocery bags, scissors, ruler, stapler, brown yarn, and two silver chaps conchas.

1. Cut open the three bags so that they lie flat.
2. Cut an 8-inch piece from the long edge of one of the bags. Fold it in half (hide the writing) and open. Fold each edge to the fold line as shown. Fold in half again and staple in place. This is your belt.
3. On each of the other two bags, fold down the top edge to meet the side edge, creating a diagonal fold, as shown.
4. Fold the length of each bag in half. Use scissors to fringe the unfolded edge of each bag. These are your chap legs. Carefully crumble each leg to give it that vintage look.
5. Lay each chap leg over your belt as shown. Fold down the upper point and staple in place, beyond the belt. Do not staple the belt.
6. Leave a 1-inch space between the legs. Staple the belt buckle to the belt as shown.
7. Add a silver concha on each pocket. See directions on p.32. Instead of making a slit, however, use a hole punch to punch two holes in each concha. Tie the conchas on the chaps with yarn.



COW PONY PATTERN

(see directions on p.30)



Attach
yarn reins
here.

YIPPE-KI-YA — IT'S ROUNDUP DAY!

A Short Presentation About the American Cowboy

Round up your students to take this "Wild West" show on the road. Begin with the roundup chant and then assign a part to each student to read or recite. Create props, including western wear costumes, and look for a guitar player to accompany your class in singing "Git Along, Little Dogies," at the end of the presentation.

Yippee-ki-ya — it's roundup day!
Time to round up the dogies.
Brand a calf or two,
Drive the cattle trail,
And sing a song for you.
So gather up your lariat,
And don't forget your hat,
Get up on your horse
And shout, "Giddyap!"
Yippee-ki-ya — it's roundup day!

1 Spring roundup was an important time in the Old West.

2 The Old West was home for the American cowboy.

3 Cattle ranching was important. People needed meat to eat.

4 Cattle needed lots of land. It took sixteen acres to feed each cow. That's more than 12 football fields!

5 There wasn't enough land for big ranches in the East.

6 There was more land for raising cattle out West, but the people who needed the meat lived in the East.

7 Cowboys moved the big herds of cattle a long way on "cattle drives" to railroads. They put the cattle on trains going East.

8 It took many months for the cowboys and the trail boss to drive the herd to a cow town. The cowboys took care of the cattle along the way.

9 It was a hard job and very lonely. They worked from sunup to sundown and slept outside under the stars.

10 Most cowboys were young men. Many were Mexican-American or African-American.

11 On the spring roundup, cowboys rounded up all the cattle that belonged to the ranch.

12 Some of the cattle were the wild and mean Texas Longhorns. Their horns measured five or six feet across!

13 Other cattle were called Herefords. A Hereford bull was 5¼ feet tall and weighed 3,000 pounds. That's as much as a car weighs!

14 Sometimes the cattle got stuck in the mud. The cowboys rescued them and took care of injured or sick cattle, too.

15 Cowboys often got hurt. There were no doctors so they had to take care of themselves.

16 Cowboys called broncobusters tamed wild horses to help with the work. This was a dangerous job.

17 A cowboy used special tools. A rope, called a ***lariat***, hung from his saddle. It was used to rope cattle.

18 A ***branding iron*** marked new calves in the herd. The brands helped cowboys see which cattle belonged to the ranch.

19 The cowboy's most useful tool was his ***horse***. He needed a horse to do his job. They worked together...sometimes 15 hours a day!

20 Cowboys had special clothes. A ***hat*** protected his head from the sun or rain and snow. It could hold water for a horse, fan a campfire, or be used as a pillow.

21 A cowboy's vest was called a ***waistcoat***. It kept him warm and was usually made out of leather.

22 A ***bandanna*** covered the cowboy's neck in the hot sun. It covered his nose and mouth in a dust storm or a stampede.

23 Cowboys wore leather gloves and ***cuffs*** when they roped calves. They protected their hands and arms from rope burns.

24 Leather ***chaps*** covered a cowboy's legs when he rode through thorny brush. They protected his legs from cattle horns and horse bites, too.

25 Cowboy ***boots*** were specially made and very expensive. The pointed toes slipped into the stirrups and the heels kept feet from slipping.

26 After a long day, cowboys looked forward to a campfire and food, called chuck. It was carried in a covered wagon called a ***chuckwagon***.

27 Dinner was made by a former cowboy, called "cookie." Cowboys ate bacon, beans, fried batter bread, and stew.

28 After dinner, cowboys enjoyed each other's company. They told stories, sang songs, and played musical instruments. Cowboys even sang to the cattle, which they called "dogies". This is one of their favorite songs:

(All sing "Git Along, Little Dogies.")

DANCING RABBITS

Materials:
2 thick books
paper
scissors
sheet of Plexiglas
scrap of flannel or silk
table

Art Experiment:
1. Place two thick books several inches apart on a table.
2. Rest a sheet of Plexiglas from one book to the other.
3. Draw, color, and cut out several small pieces of paper in rabbit shapes or any other shapes.
4. Place them under the Plexiglas.
5. Rub the top of the Plexiglas with the fabric scrap.
6. Watch the paper rabbits dance!

Variation:
Add other materials under the Plexiglas, such as chopped Easter grass, confetti, glitter, and pieces of art tissue.

Explanation:
Static electricity is made when particles in the Plexiglas become charged by rubbing the Plexiglas with silk or flannel. The Plexiglas becomes positively charged and the paper bits become negatively charged. Since opposites attract, the negative paper bits are pulled toward the positive Plexiglas because the paper is attracted to the charge in the Plexiglas. The paper bits "jump up" and stick to the Plexiglas.

From *Science Arts* by Mary Ann Kohl and Jean Potter, published by Bright Ring Publishing, P.O. Box 5768, Bellingham, WA 98226 (800) 480-4ART

FUN WITH COWBOY WORDS

There are many words in our language about the cowboys—the things he did and the equipment he used. Even the meaning of the word "cowboy" itself is interesting. Some linguists think the term came from Tory snipers who hid in thickets and jingled cowbells to get patriots within range of their rifles. Others think the term came from "Revolutionary War foragers who went after fresh beef and were called "cow-boys." But most believe the term came about in 1867 when a livestock trader named Joe McCoy advertised for cowboys to bring Texas longhorns up the Chisholm Trail to Abilene, Kansas.

We use many words in talking about the American cowboy. The following are such words:

cowhand
range rider
cowpoke
dogie
dude
ranch
range
tenderfoot
brand
cinch
cowboy hat
rodeo
cow town
cow pony
maverick
pinto
mustang
bulldog
cayus
corral
buckaroo
chuckwagon
trail boss
poncho
cowgirl
cattle baron
cattle king
roundup
longhorn
lasso
chaps
beef driver
wrangler
bronco buster
critter
Levis
pard
cattle drive
cowhides
six-shooters

There were other words that the cowboy used in his own particular vocabulary. Here are some of them.

greasy belly—a cook
hayshaker—a farmer
hot rock—biscuit
pack—saddle
maverick—unbranded animal
necktie social—a hanging
Idaho brain storm—a tornado
doghouse—the bunkhouse
gut hooks—spurs
testing gravel—being thrown from a horse
flea trap—cowboy's bedroll
biscuit shooter—the cook

Make up your own cowboy vocabulary. Some of your words might be "cow catcher" for lasso, "greasy spooner" for cook, or "bones on four legs" for a horse.

From: *Cowboys: An Activity Book* by John Artman © 1982 Good Apple

HOW AN INDIAN WAS NAMED

Indian children, like any other children, were named soon after they were born. Sometimes the tribe's medicine man named them or a relative did. The entire village took part in the celebration of the naming.

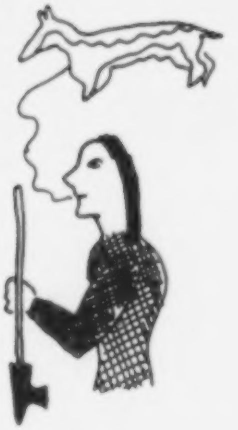
The children were named after animals, plants, trees or some natural occurrence that happened sometime during their birth.

A girl kept her name throughout her life but a man might change his through a dream vision he had or by performing a great deed in battle or by fighting an animal like a bear or a wolf. If a man had a birth defect, he might also be named for that particular defect.

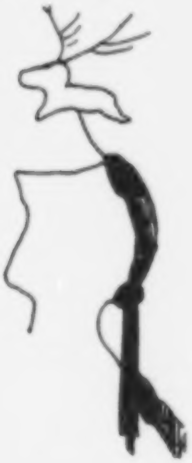
A man's name was recorded as a pictograph. Following are some examples:

From: *Indians: An Activity Book* by John Artman © Good Apple

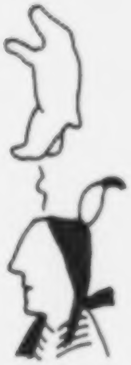
CRAZY HORSE



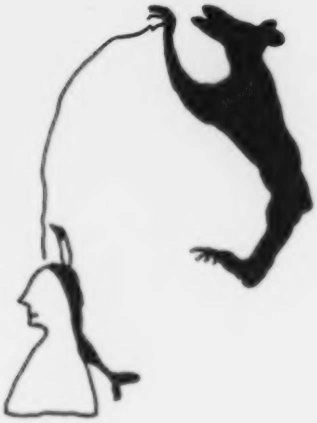
FAST ELK



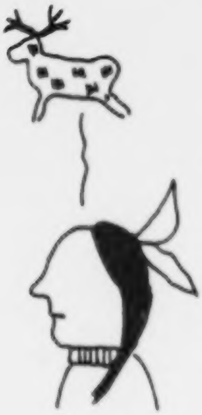
STANDING BEAR



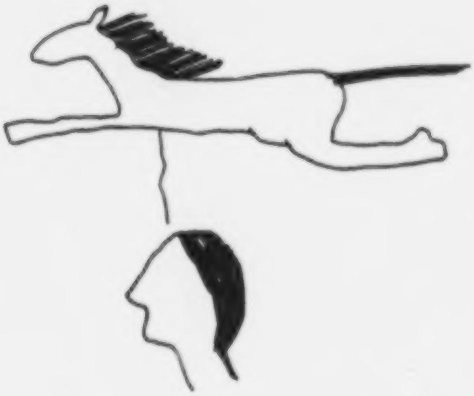
HIGH BEAR



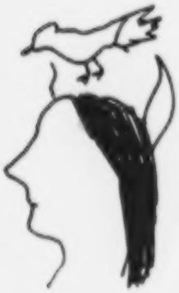
SPOTTED ELK



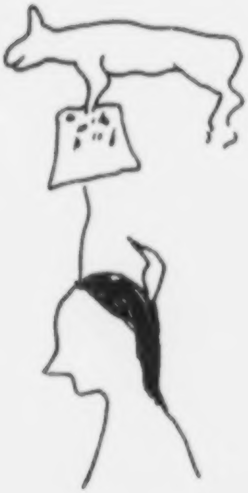
FAST HORSE



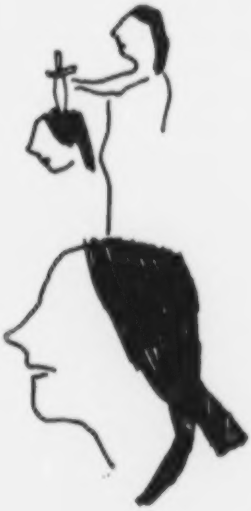
LITTLE EAGLE



HIGH WOLF

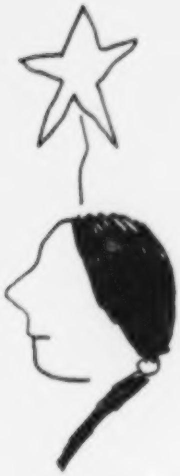


KILLS THE ENEMY

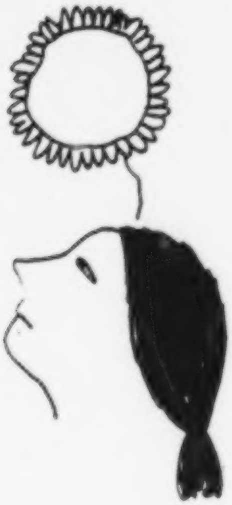


The Indians usually only had pictographs for men's names, so girls will have to design some pictographs similar to the following:

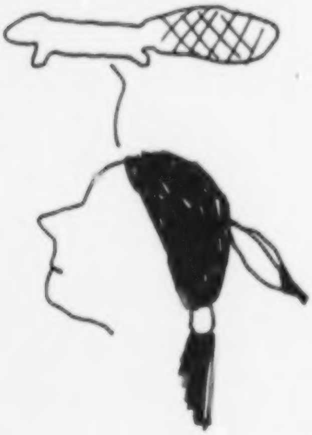
LITTLE STAR



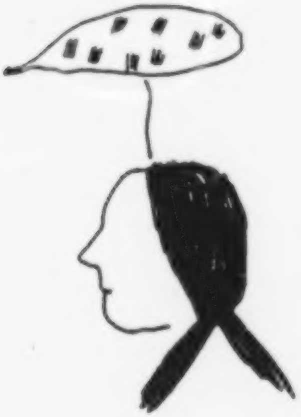
SUNFLOWER



SMALL BEAVER



SPOTTED FEATHER



ONE COW MOO MOO

Show the children the cover of *One Cow Moo Moo* and ask them if this is a true story or an imaginary one. Have the children count with you from one to ten, then ask them to put up the right number of fingers for the counting rhyme. Read *One Cow Moo Moo* and encourage the counting by holding up your fingers as well. The surprise ending of *One Cow Moo Moo* is sure to bring some giggles. Read the story again and have the children join in by saying the repeated phrases and rhyming words. At the end have them look at the size of the monster on the last page and compare it to the size of the cow on the cover of the book.

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THE TALE OF THE OLD CACTUS

by Jean Warren

Way out on the desert
That's covered with sand,
Lives a big old cactus
Who's really quite grand.

He lives all alone
Beside the old trail.
And if you just ask him,
He'll tell you this tale.

When he was a young boy,
He always played rough.
But he never was hurt,
For a cactus is tough.

But then one night
When he went to bed,
He felt a small bump
On the side of his head.

Now during the night
The little bump grew,
And the cactus got worried.
Oh, what should he do?

He called to the doctor,
And the doctor said,
"Don't worry, young lad,
It's all in your head!"

He called to his granddad
Who lived on the range.
"Don't worry," said Granddad,
"We all must change."

But he was still worried.
Oh, what could it be?
The bump on his head
Was strange to see.

And then one day,
Before he knew,
Out of his bump
A flower grew!

Now the cactus is happy,
For this he does know—
We all must change
Before we can grow.

So if in the desert
The cactus you spy,
Look for his family
As you're passing by.

Each cactus is growing
And changing each day.
And so are you
In your special way!

The Tale Of The Old Cactus
Sung to: "On Top of Old Smokey"

Way out on the desert
That's covered with sand,
Lives a big old cactus
Who's really quite grand.

He lives all alone
Beside the old trail.
And if you just ask him,
He'll tell you this tale.

When he was a young boy,
He always played rough.
But he never was hurt,
For a cactus is tough.

But then one night
When he went to bed,
He felt a small bump
On the side of his head.
(Continue from story above)

Desert Scenes

Materials: Light blue construction paper; sand; green construction paper; straw flowers or colored construction paper scraps; pair of scissors; brushes; glue.

Preparation: For each child, cut a cactus shape out of green construction paper. If not using straw flowers, cut small flower shapes out of brightly colored construction paper scraps.

Activity: Have the children brush glue across the bottom of light blue construction paper and sprinkle sand on the glue. When their papers have dried, let them glue on precut cactus shapes. Then have them glue straw flowers or precut flower shapes on their cactus shapes to complete their desert scenes.

Variation: Instead of flowers, let the children glue pieces of broken toothpicks on their cactus shapes for "spines."

Desert Thirst Quenchers

Put ice cubes into plastic glasses. Then pour equal amounts of club soda and unsweetened fruit juice over the ice to make cool, refreshing drinks for a hot day. (If desired, add fresh fruit slices before serving.)

Flannelboard Fun

Materials: A flannelboard; green felt; felt scraps; pair of scissors.

Preparation: Cut a large cactus shape out of green felt. Cut a small circle out of green felt for the "bump" that grows out of the head of the cactus. Use felt scraps to make a cactus flower shape.

Activity: Place the cactus shape on your flannelboard. Then read aloud or sing *The Tale of the Old Cactus* and place the other felt shapes on the flannelboard to dramatize the action. When the children have become familiar with the story, let them take turns placing the shapes on the flannelboard.

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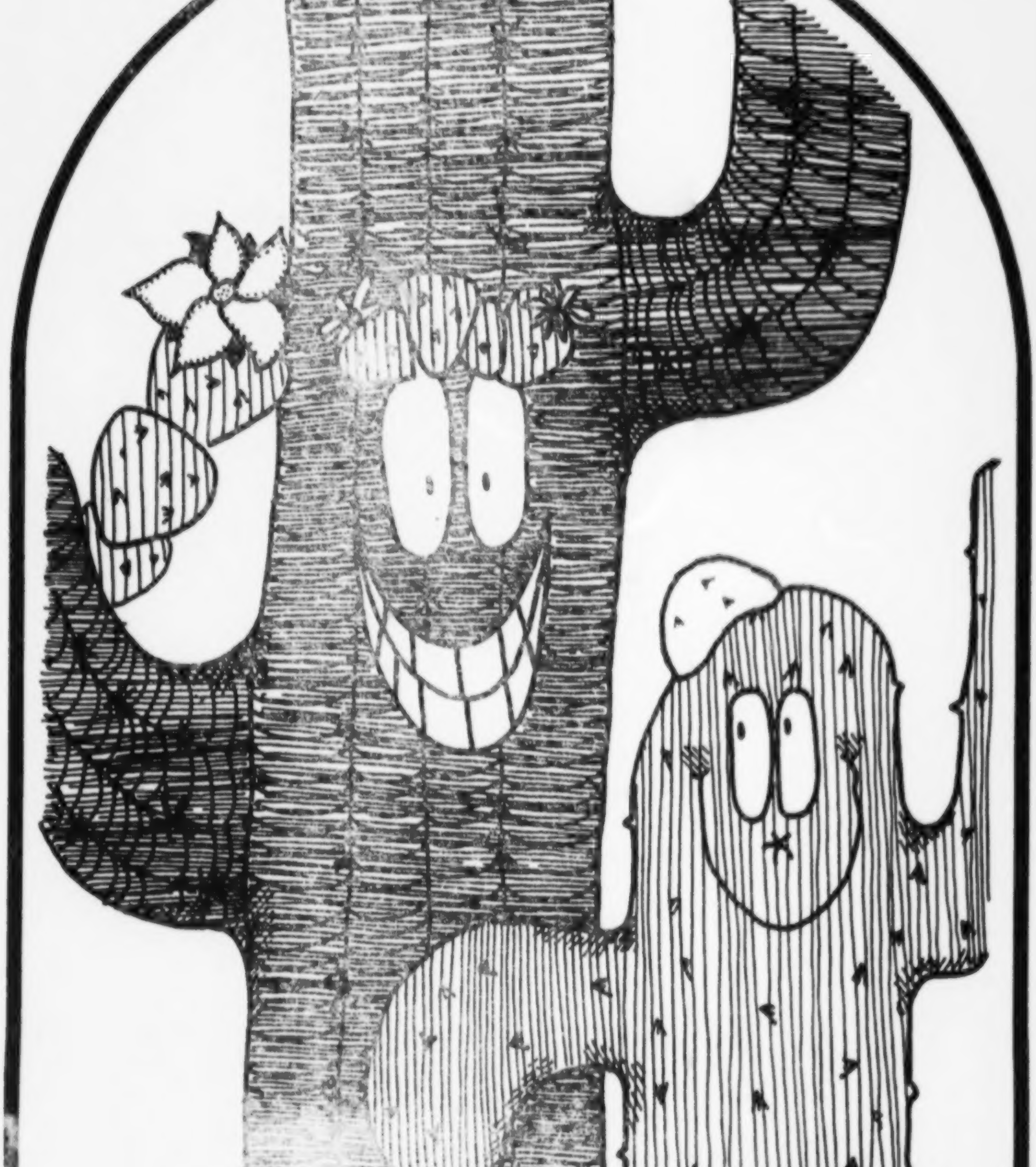

WAGONS

Wagon Parade

Set out crepe paper streamers, festive shapes cut out of construction paper and pieces of tape. Let the children tape the crepe paper streamers and the construction paper shapes to several wagons. Once the wagons are decorated have the children push or pull them in a parade around the room or outdoors on a sidewalk.

Little Wagon

Recite the poem below when the children are playing with wagons.

I have a little wagon
That I pull around with me.
I fill it with my toys
So everyone can see.

I love my little wagon,
Now watch me jump inside.
I'll give a push with my foot,
And take a little ride.

Where Is It?

Place a toy inside of a wagon. Ask a child to tell you where the toy is. Repeat, placing the toy in various places on or around the wagon. Then let the child place the toy in, on or around the wagon and ask you where it is.

Extension: Ask the child to sit "in front of," "inside of," "beside" or "behind" the wagon.

Counting Game

Set out a wagon and several toys. Let a child put the toys in the wagon. Then have the child take out the toys as you count them. Give the child a different number of toys to put in the wagon each time.

Wagon Path

Use masking tape to make a wagon path, about two feet wide, on the floor. Have one child at a time push or pull a wagon along the path, trying to stay within the masking tape. Make the path increasingly difficult with turns and curves as the children's skill increases.

Creative Dramatics

Cut cardboard into rectangles that fit on the sides of wagons. Decorate the cardboard rectangles to look like the sides of various kinds of vehicles such as taxis, ambulances, trucks, campers and buses. Tape the decorated cardboard on the sides of wagons. Have the children pretend that their wagons have been turned into the vehicles pictured on the cardboard as they ride in them or push them around.

Toy Pick Up

Let the children use wagons to help clean up. Have them pull the wagons around the room and put any items that are out of place in their wagons. Then have them pull their full wagons around the room and put each item back in its proper place.

Extension: Sing the song below while the children are using their wagons to help clean up.

Picking Up Our Toys
Sung to: "Ten Little Indians"

Pickin' up our toys and puttin' 'em in our wagons,
Pickin' up our toys and puttin' 'em in our wagons,
Pickin' up our toys and puttin' 'em in our wagons.
Now the room is clean.

Pullin' all our toys around in our wagons,
Pullin' all our toys around in our wagons,
Pullin' all our toys around in our wagons.
We are working hard.

Takin' out our toys and puttin' 'em all away,
Takin' out our toys and puttin' 'em all away,
Takin' our toys and puttin' 'em all away.
Now our work is done.

Wagon Delivered Snacks

Put the day's snacks in a wagon. Have the children sit at a table. Pull the snack wagon around the table and let each child select his or her snack from the wagon.

Variation: Let a child pull the snack wagon around the table.

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Coloring Pages and Handouts

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For more coloring pages, see the following citations in the **Bibliography** section.

Big Whopper.

Hours of Fun Coloring and Activity Book.

Keep Busy! Keep Happy! Coloring and Activity Book.

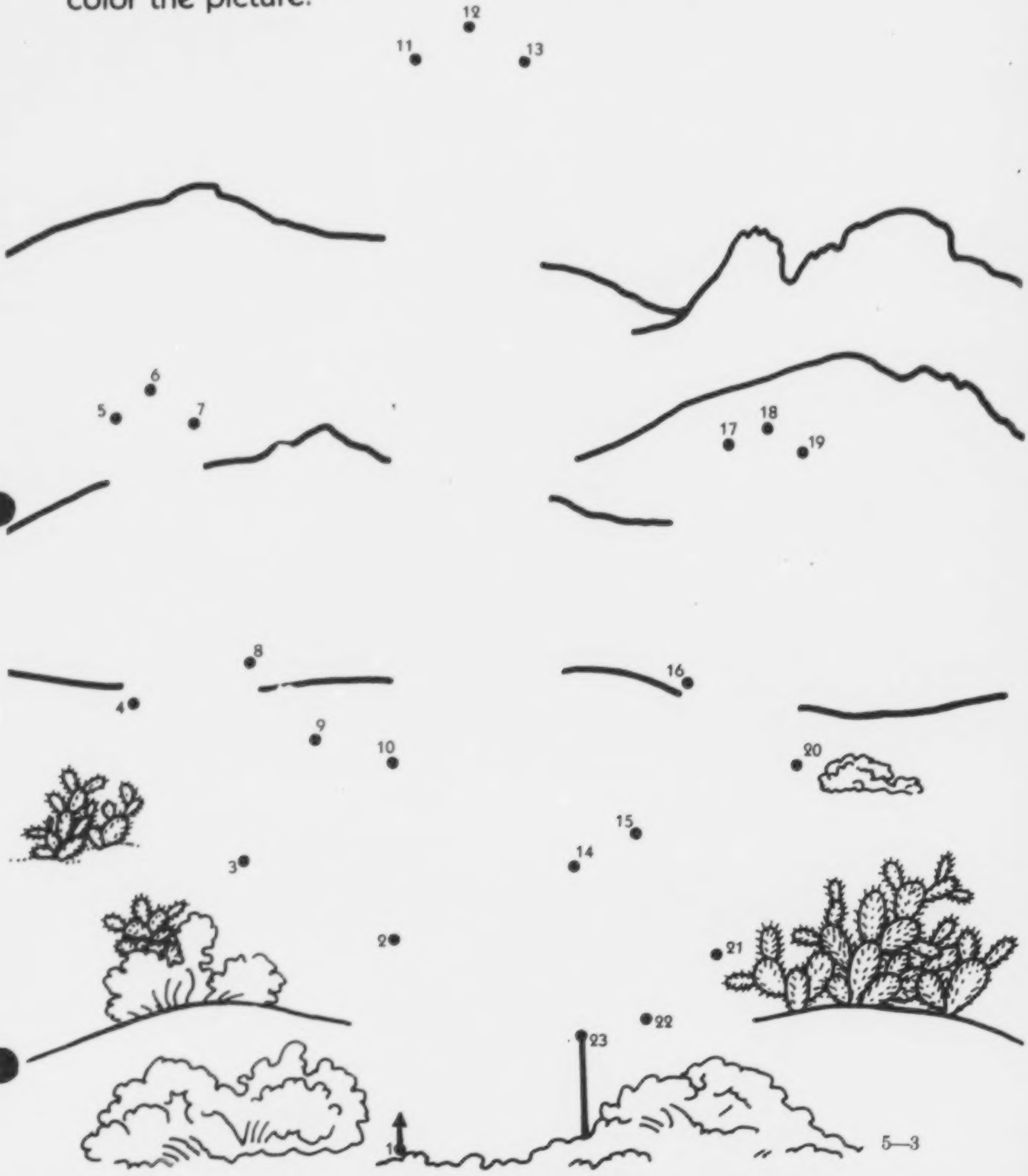
On the Farm Coloring Book.

Quinn, Kaye. *Super Puzzles & Mazes Activity Book.*

Wolf, Kathryn and Rebecca Simpson. *Big Book of Patterns.*

ARIZONA

Arizona has many kinds of cacti. The largest is the giant Saguaro cactus, which can grow up to fifty feet high. Its white blossom is Arizona's state flower. Connect the dots and then color the picture.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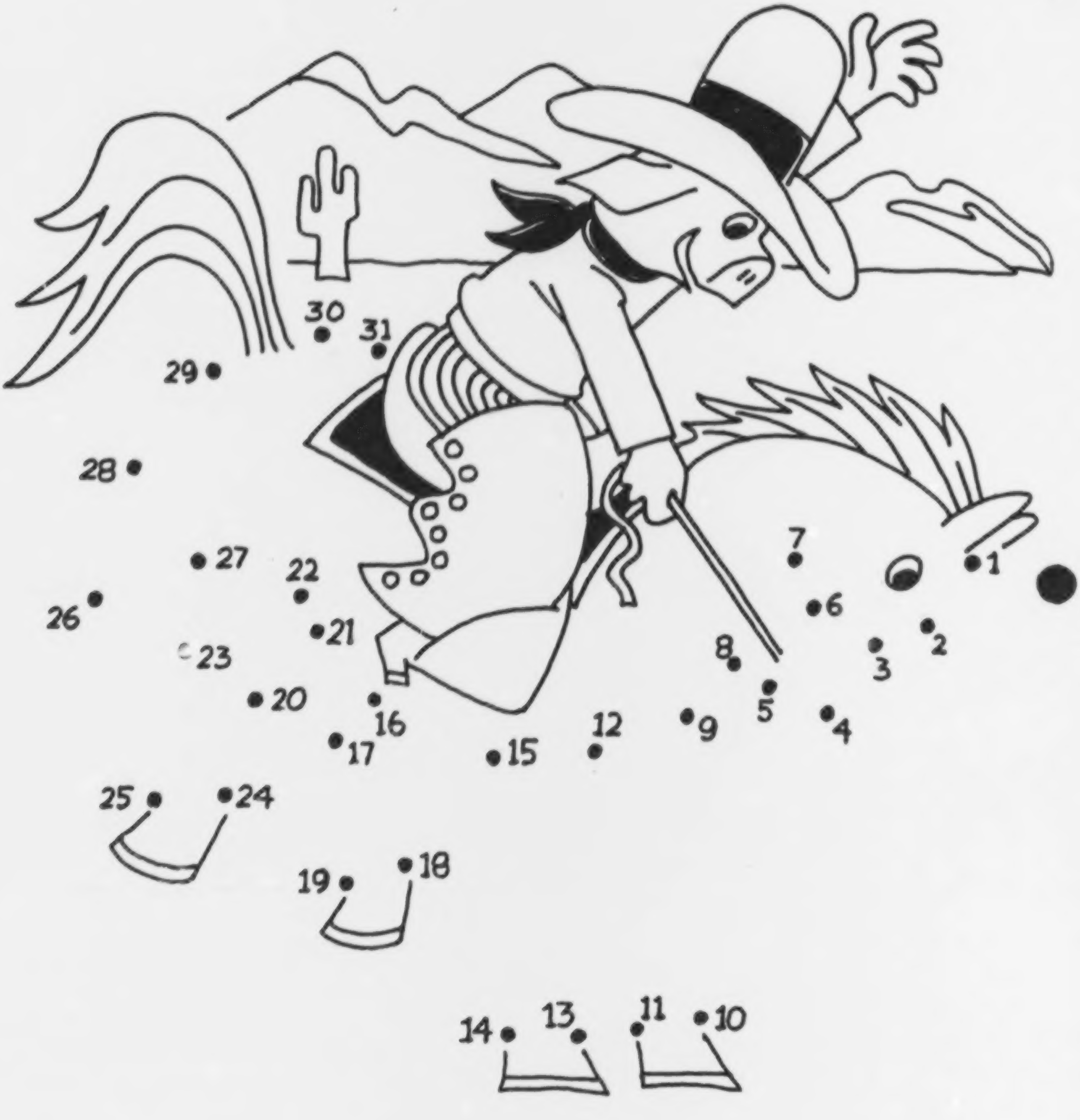
A VISIT TO THE RODEO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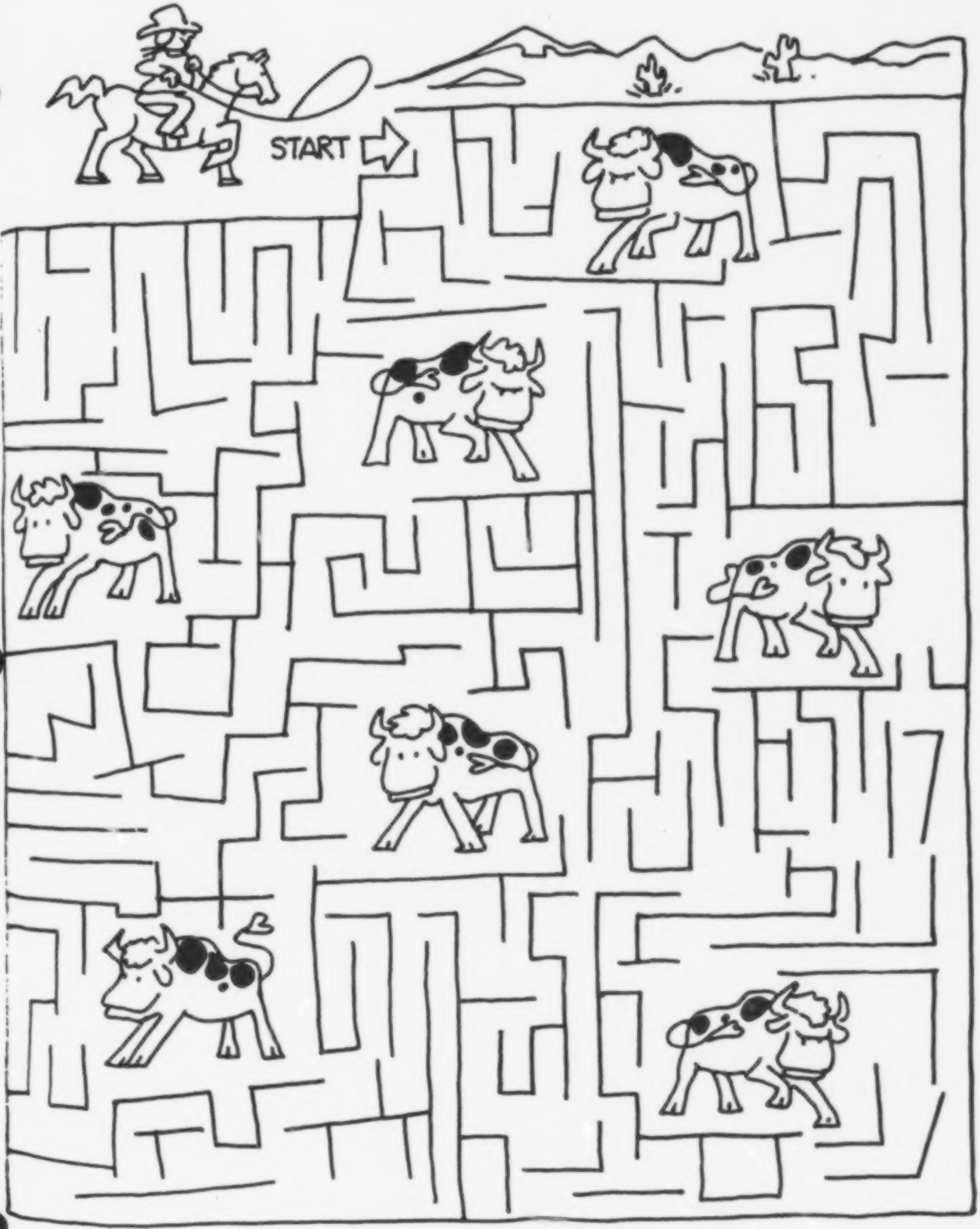
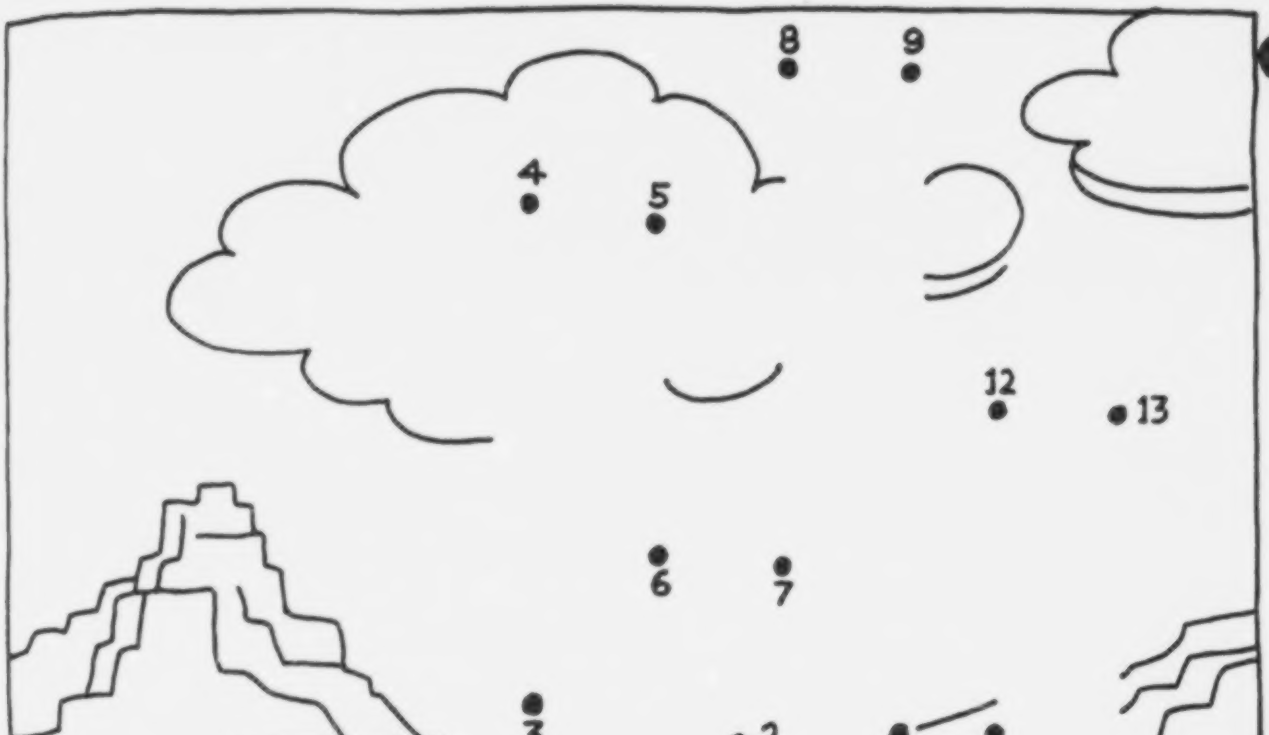
Connect the dots. Then color the picture.



Can you help this cowboy round up all his steers?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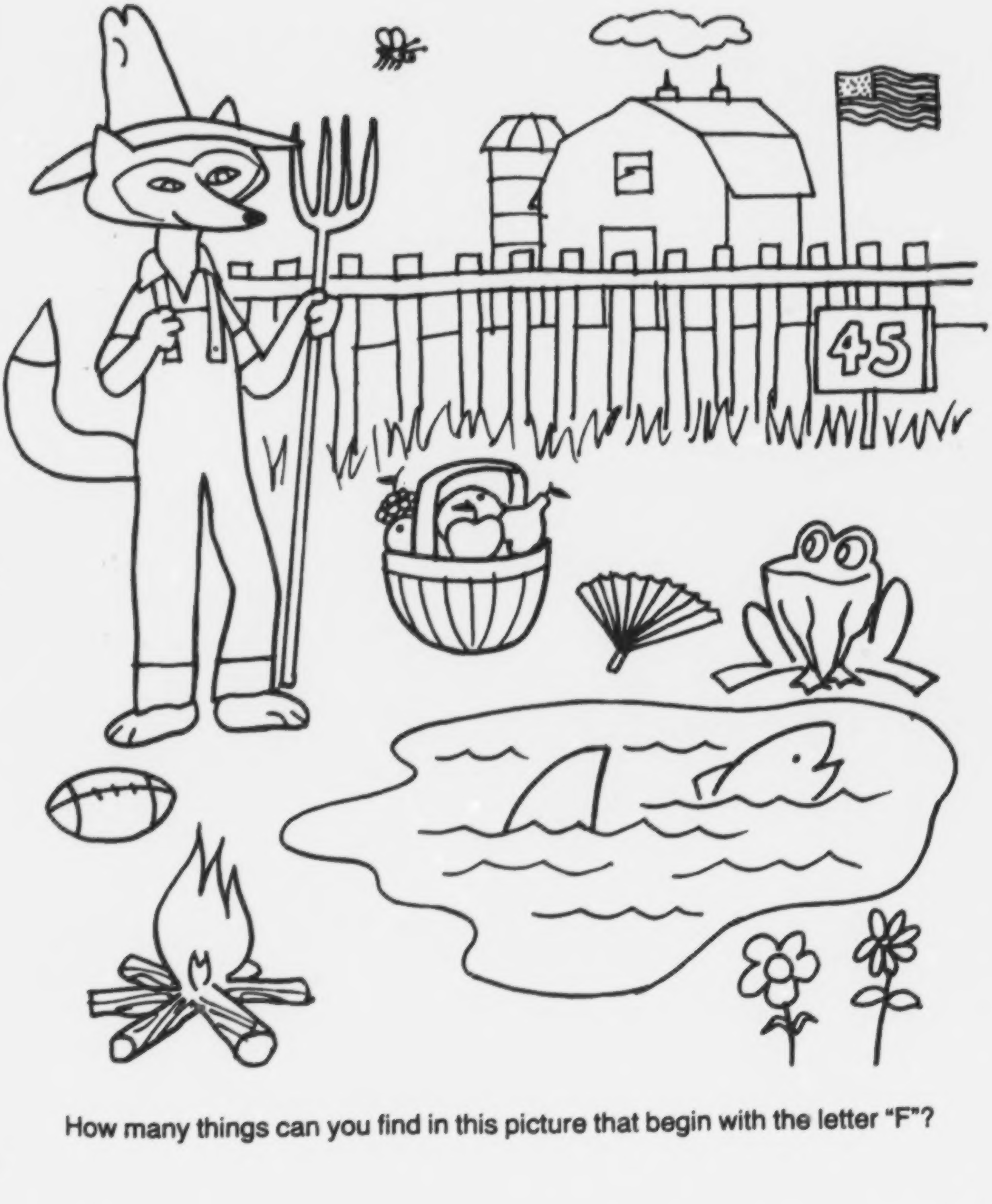
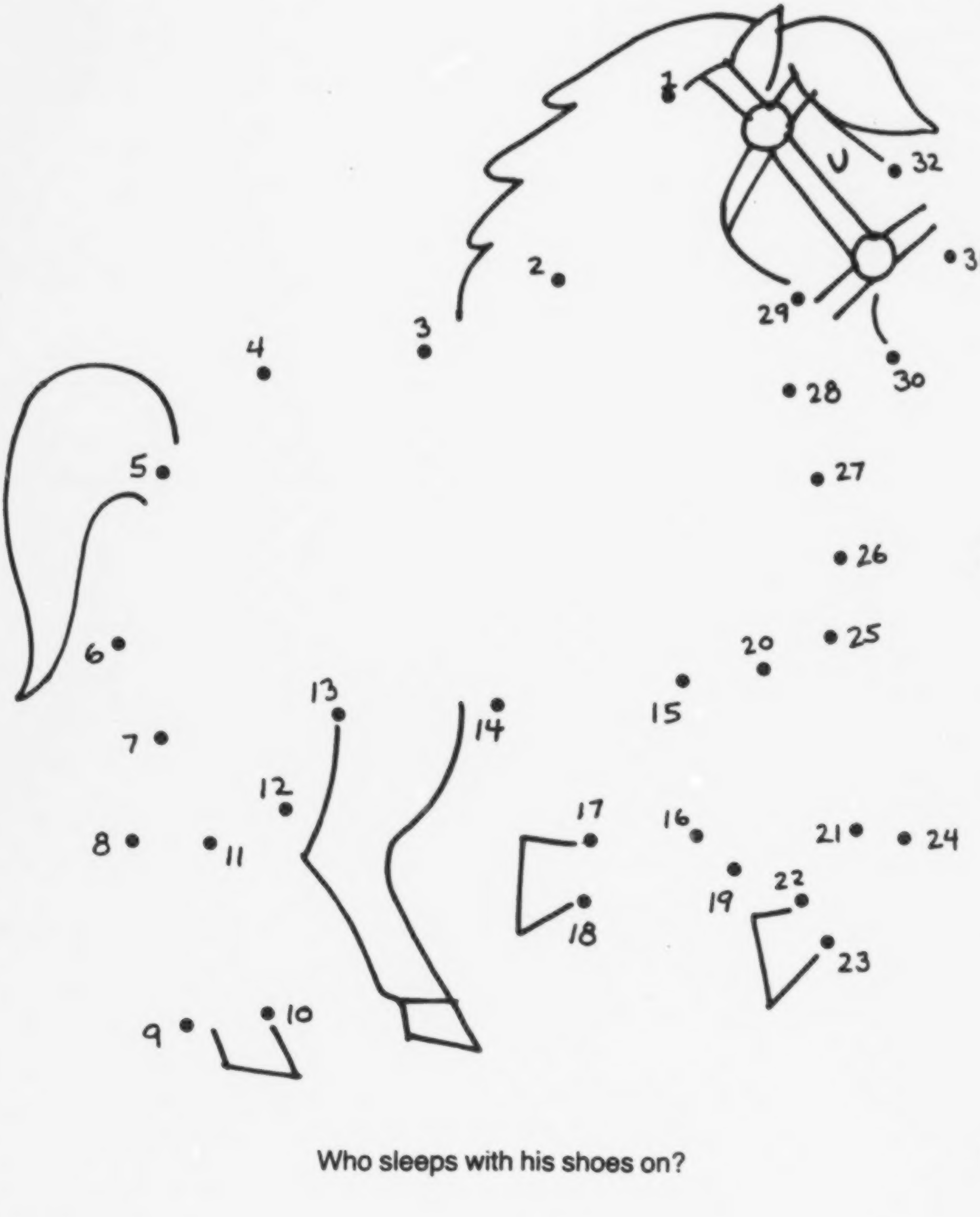
Connect the dots. Then color the picture.



How many things can you find in this picture that begin with the letter "F"?

FOLLOW THE DOTS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Who sleeps with his shoes on?

5—8

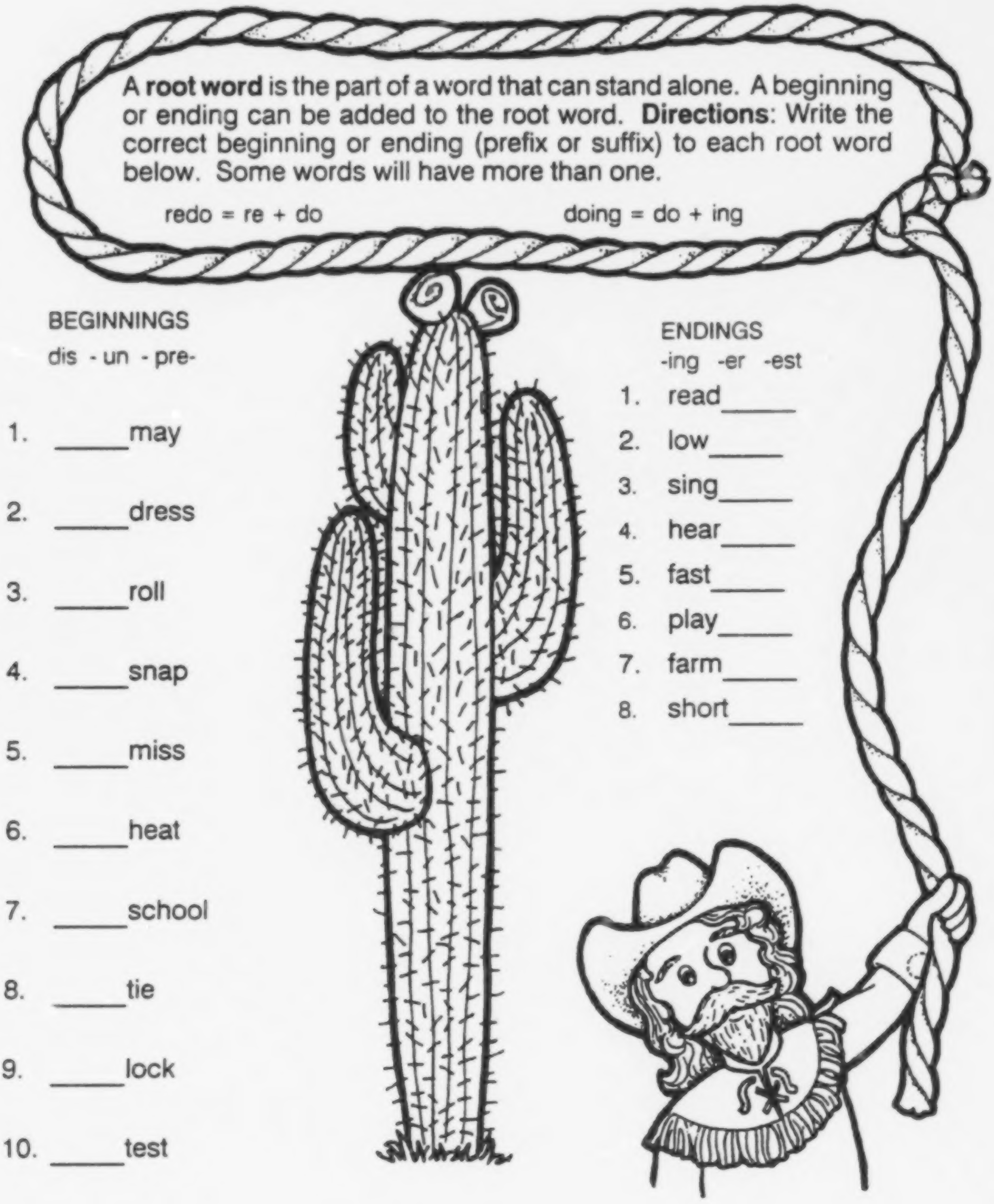
Buffalo Bill's Rootin'-Tootin' words

(Born February 26, 1846)

A **root word** is the part of a word that can stand alone. A beginning or ending can be added to the root word. **Directions**: Write the correct beginning or ending (prefix or suffix) to each root word below. Some words will have more than one.

redo = re + do

doing = do + ing



BEGINNINGS

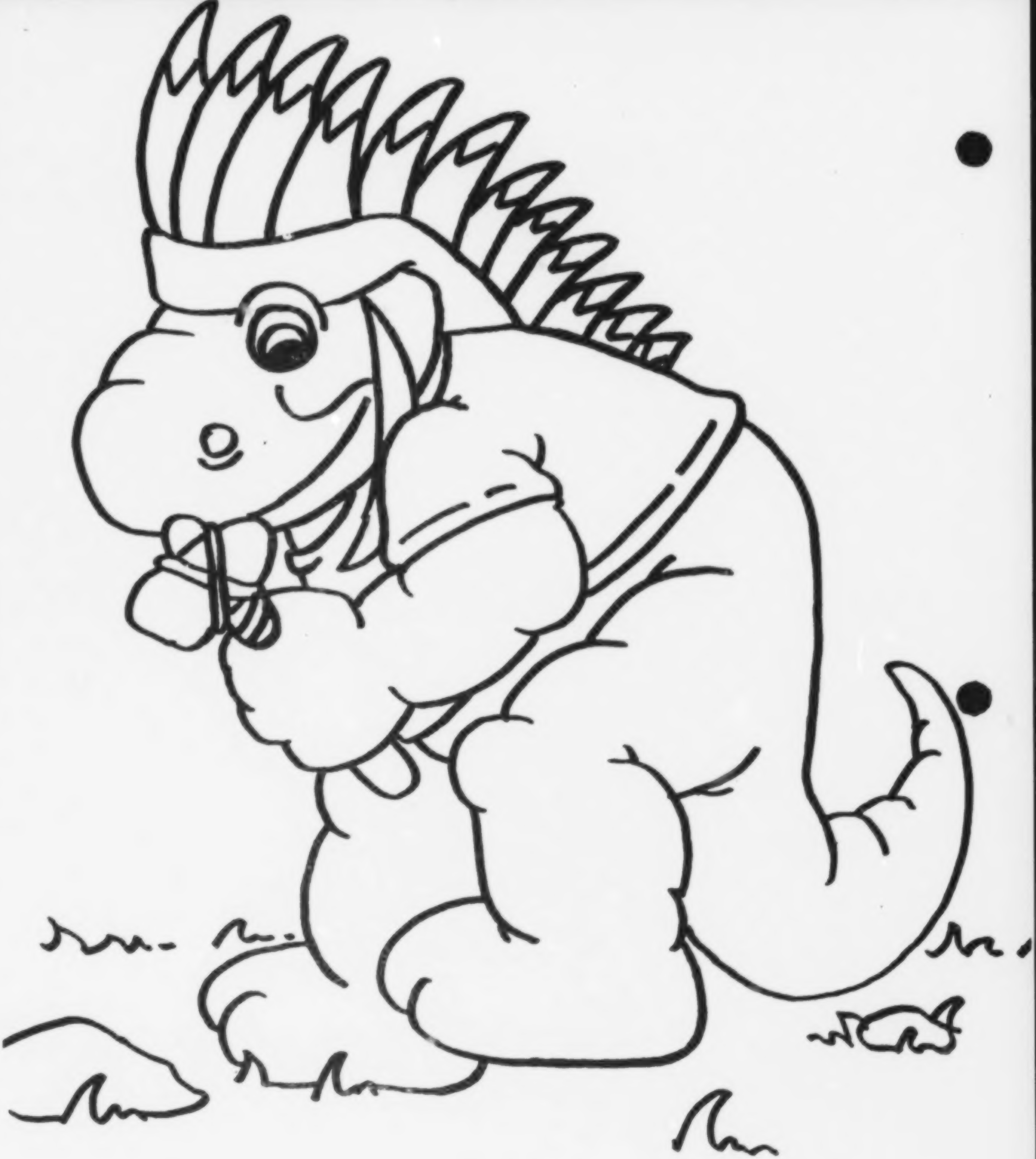
dis - un - pre-

1. _____may
2. _____dress
3. _____roll
4. _____snap
5. _____miss
6. _____heat
7. _____school
8. _____tie
9. _____lock
10. _____test

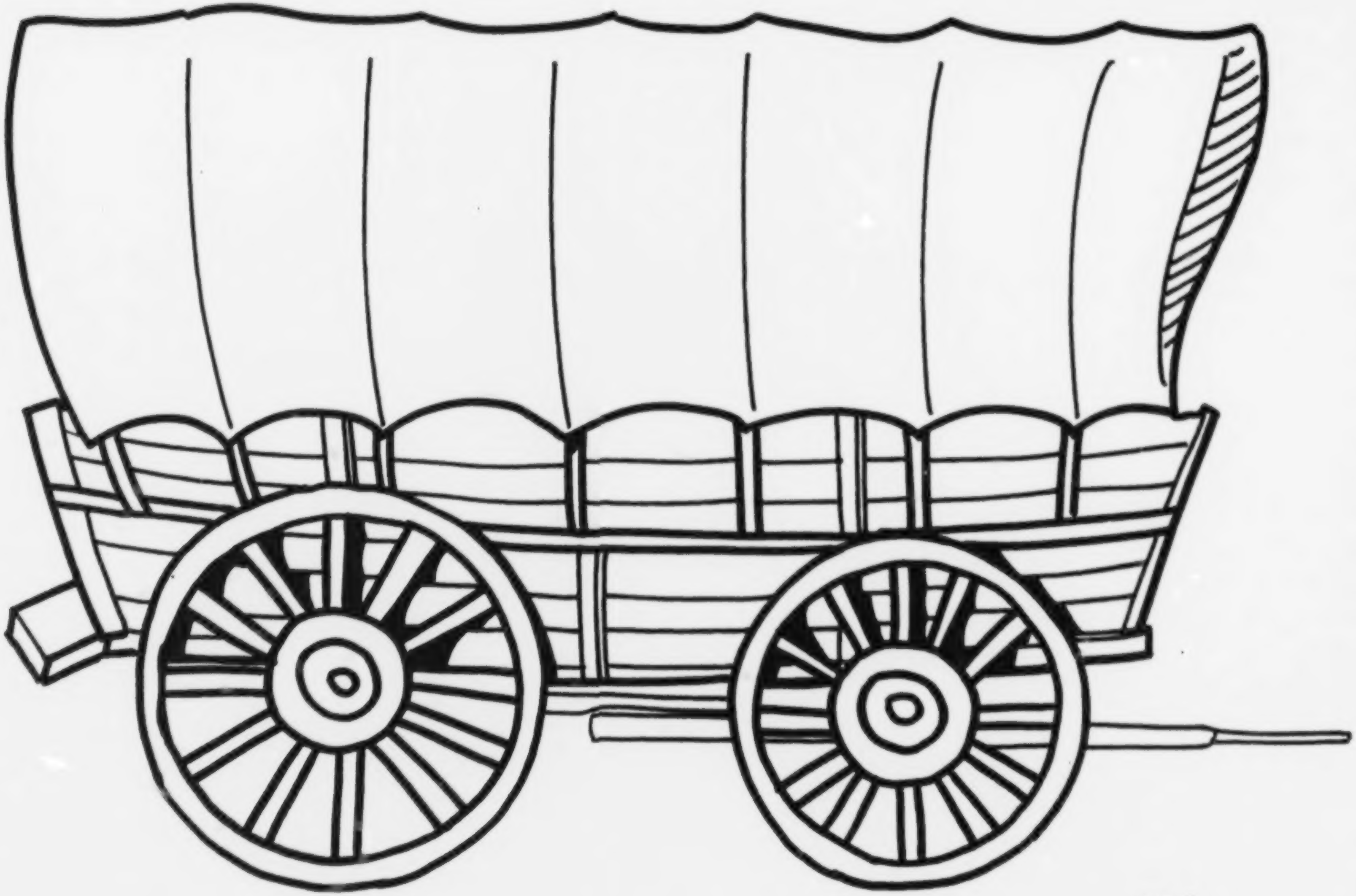
ENDINGS

-ing -er -est

1. read_____
2. low_____
3. sing_____
4. hear_____
5. fast_____
6. play_____
7. farm_____
8. short_____



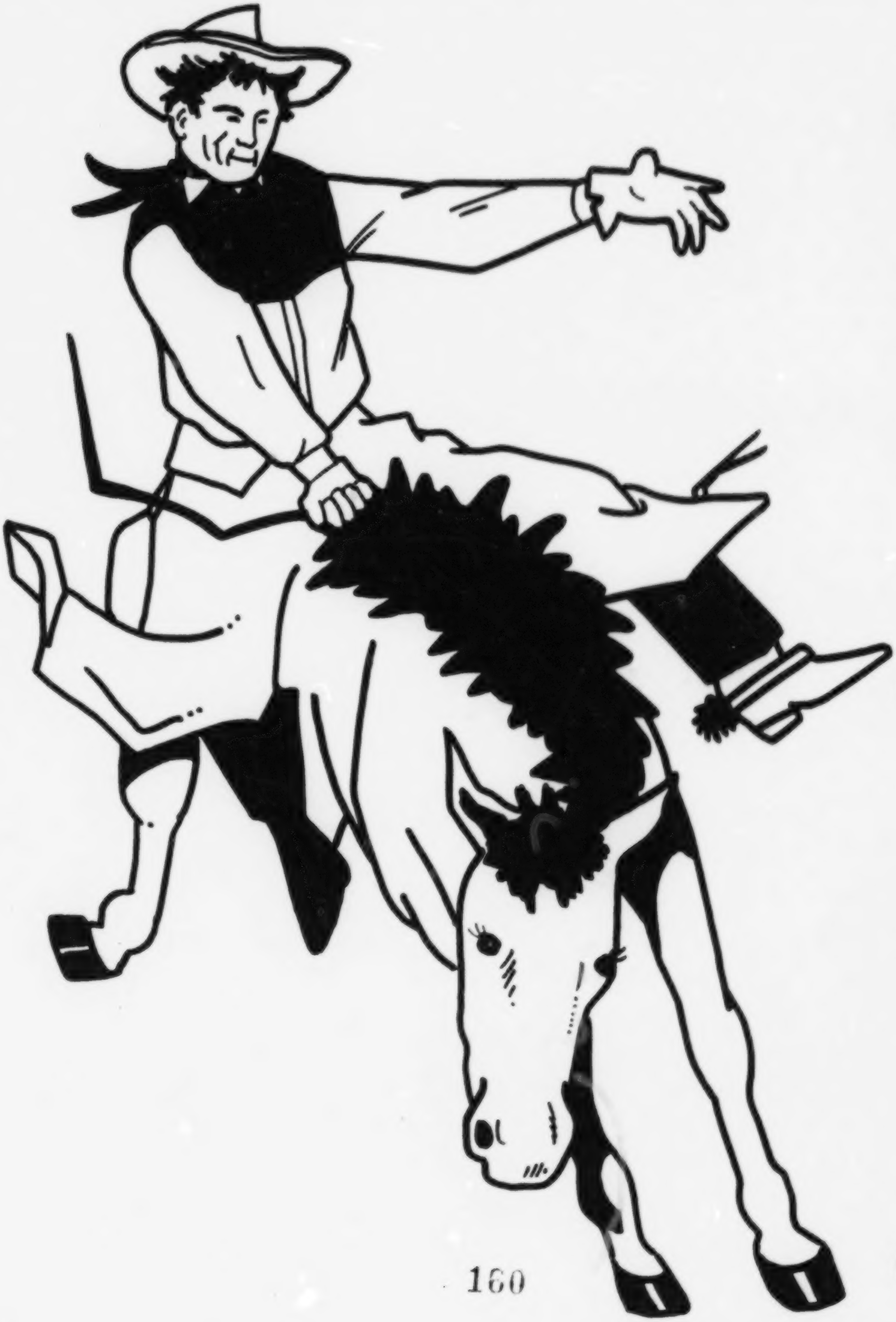
Chief Dinoskin



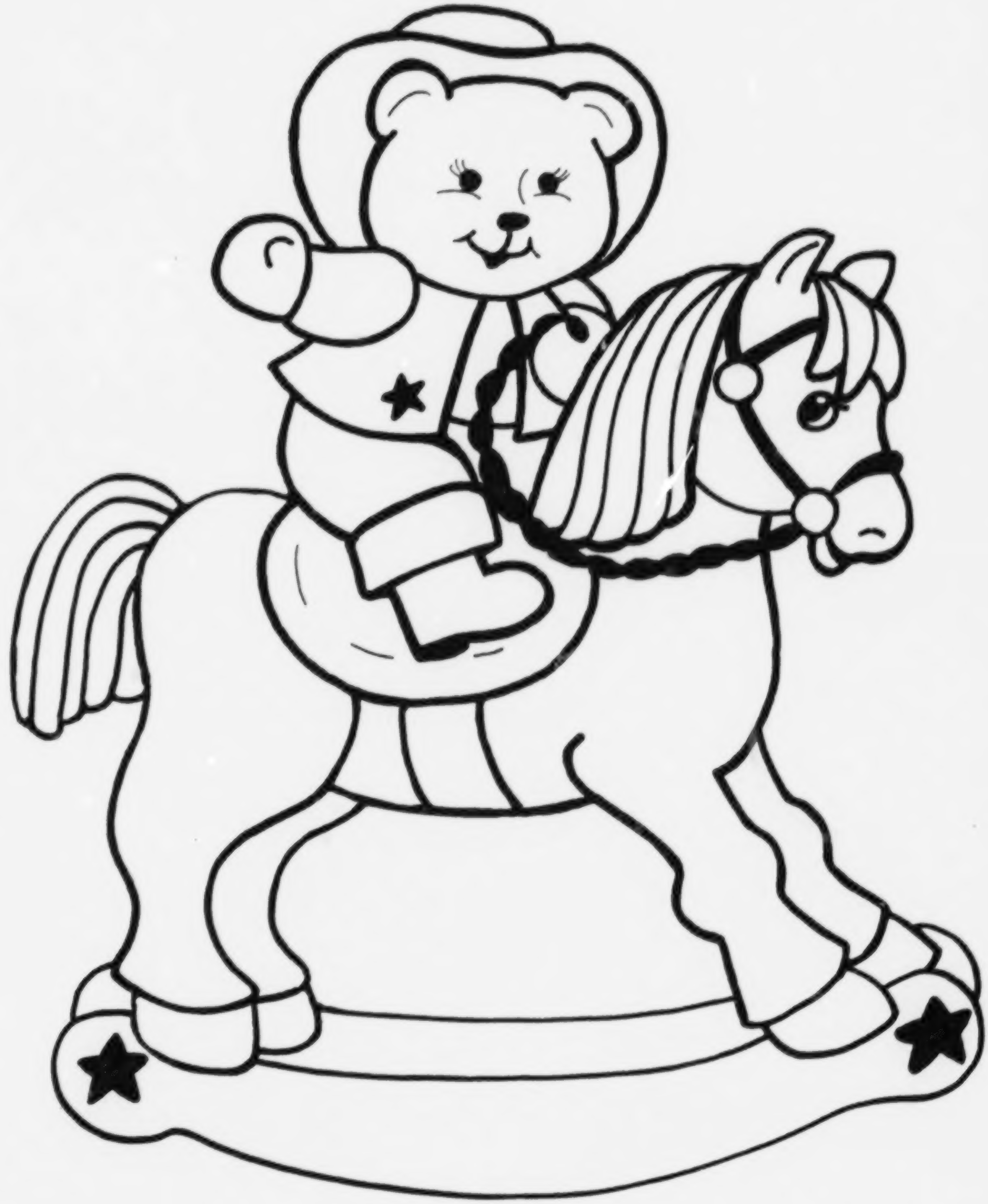
5—11

158

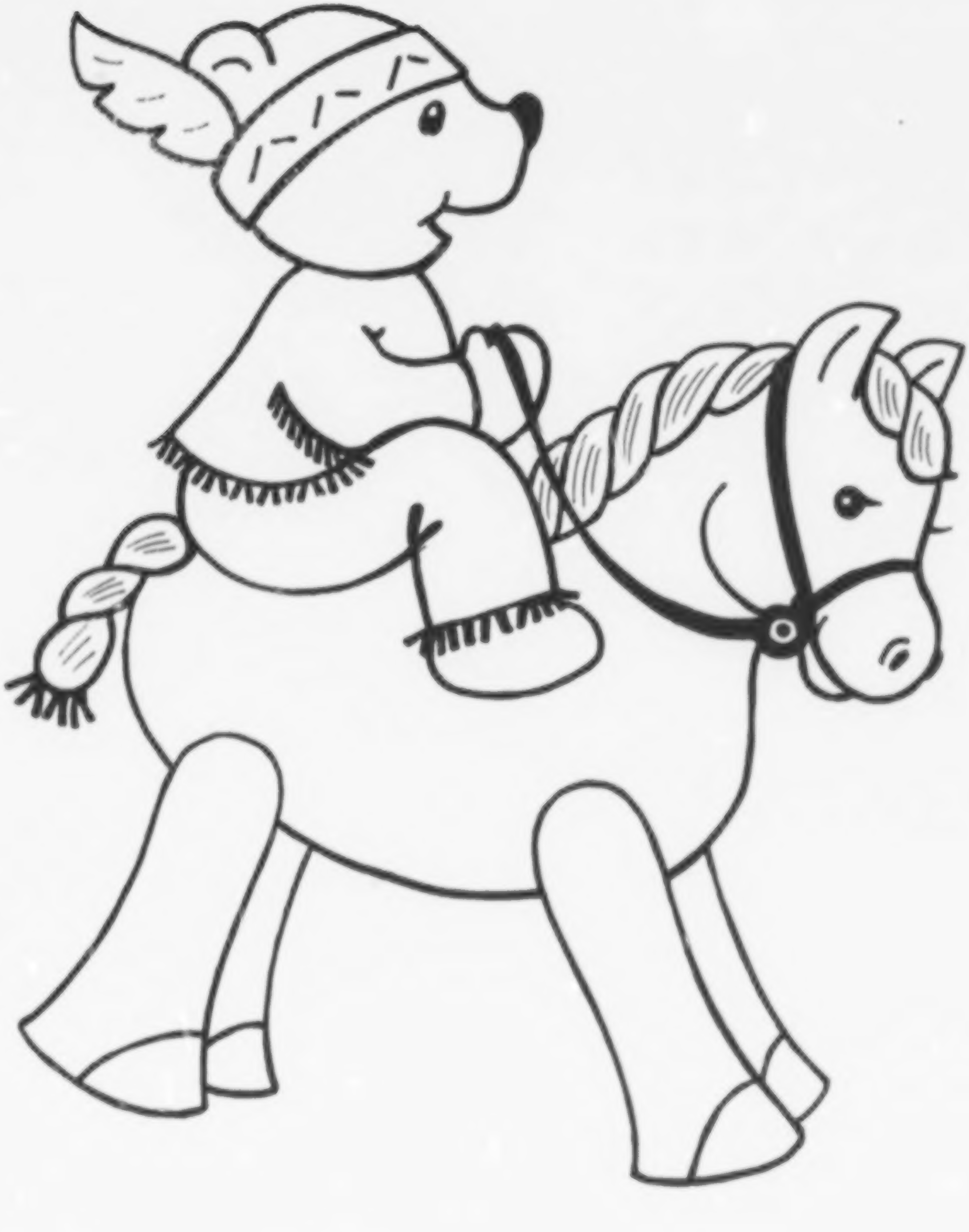
159



5—12



Cowboy Teddy

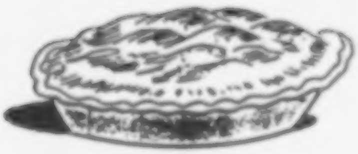


Indian Teddy

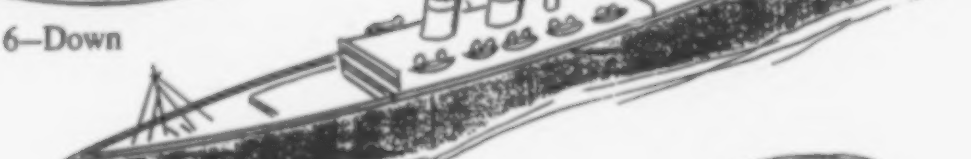
Indian Boat

Answer on page 121

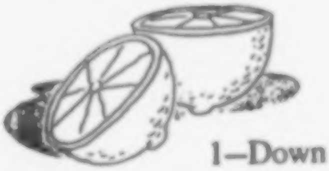
PICTURE DEFINITIONS



6–Down



4–Across



1–Down

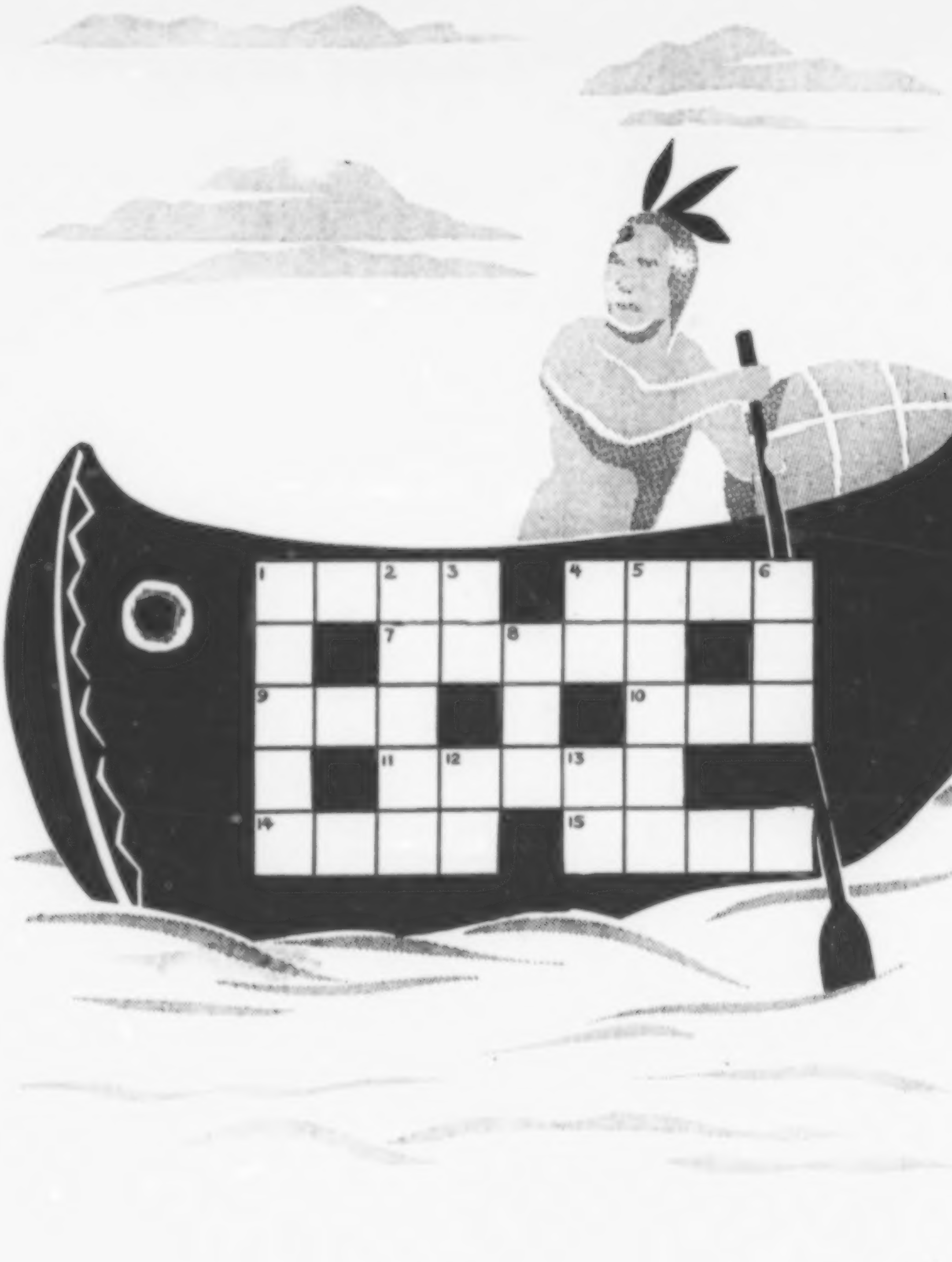
WORD DEFINITIONS

ACROSS

1. Opposite of *win*
7. Kind of boat shown on the opposite page
9. Sound a cow makes
10. Confederate General *Robert E.* ______
11. Revolt
14. Necessity; babies ______ milk
15. *The* ______ *Ranger*

DOWN

2. Keep track of points in a game
3. Abbreviation for *each*
4. *What* ______ *proudly we hailed*
5. What you say when you answer the telephone
8. Seize; catch hold of suddenly
12. Short for *Edward*
13. Abbreviation for *elevated*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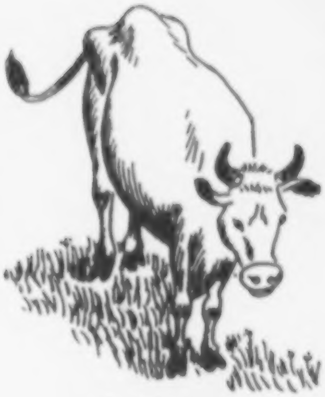
Tepee

Answer on page 120

PICTURE DEFINITIONS



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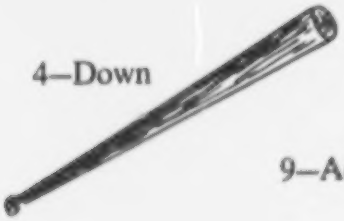
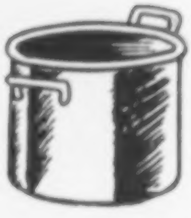


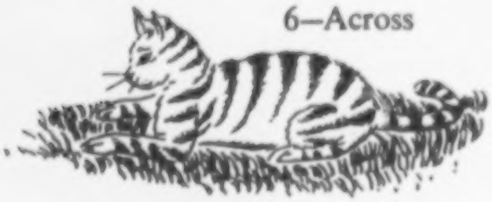
4—Down



9—Across

8—Down

5+5=



6—Across

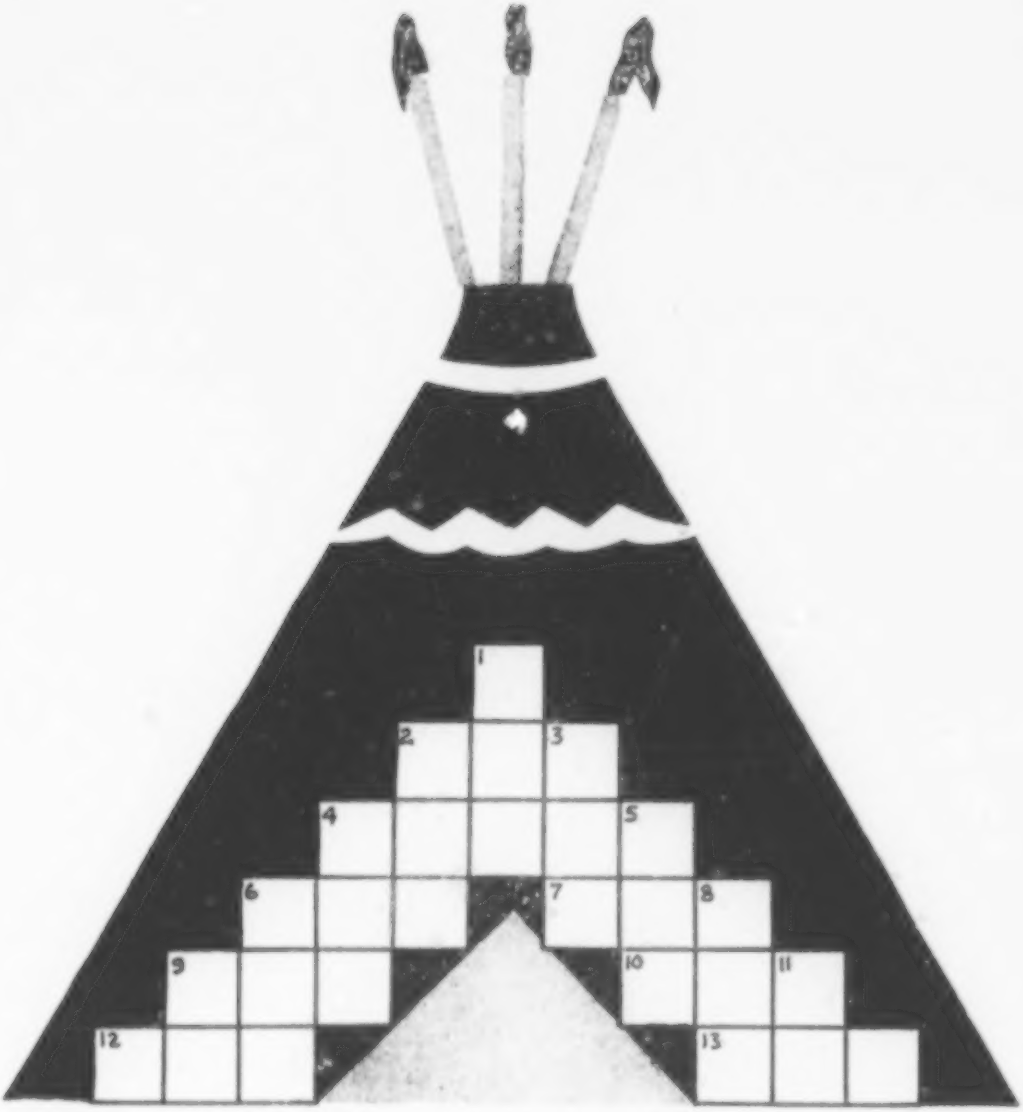
WORD DEFINITIONS

ACROSS

2. Be of the right size
4. Band leader's stick
7. *Simple Simon .... a pieman*
10. Not dry
12. Dog's foot
13. Present time; *right ....!*

DOWN

1. Short for *Christopher*; frontier scout, ... *Carson*
2. *Jack Sprat could eat no ....*
3. Short for *Thomas*
5. Opposite of *old*
9. Short for *Papa*
11. *Early .... bed, early .... rise*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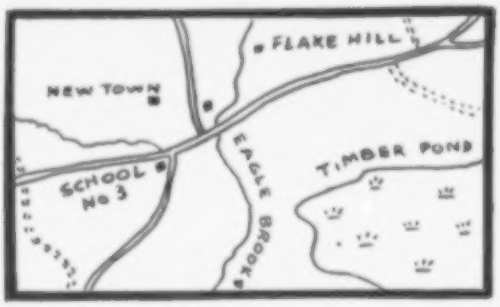
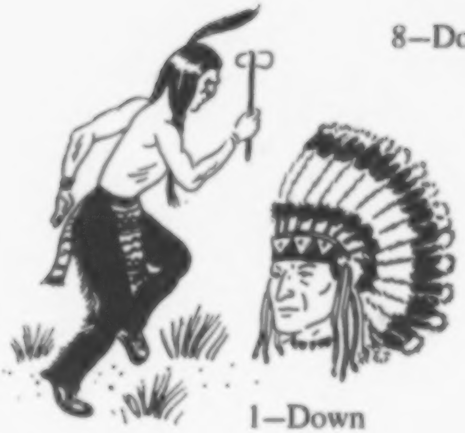
Tomahawk

Answer on page 121

PICTURE DEFINITIONS

8—Down


FLAKE HILL
NEW TOWN
SCHOOL No 3
EAGLE BROOK
TIMBER POND



1—Down

12—Across

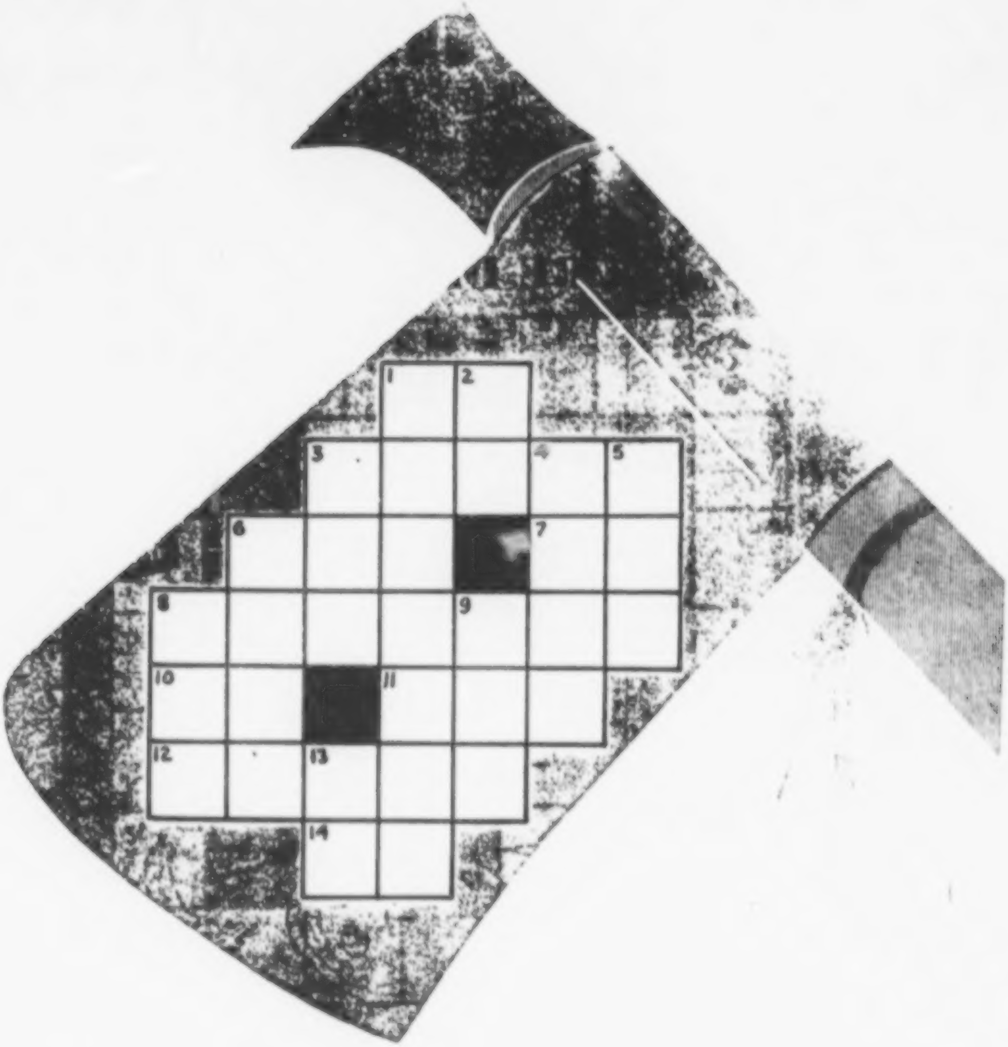
WORD DEFINITIONS

ACROSS

1. Not out
3. In winter, it .... a lot, up North
6. Short for *Daddy*
7. Exclamation; *Hi ......, hi ......, it's off to work we go*
8. Having to do with magic
10. Place where
11. Drawing and painting
14. Like, similar to

DOWN

2. Opposite of *yes*
3. Droop in the middle
4. *Oh, dear, ... can the matter be?*
5. Short for *Solomon*
6. Fruit from a certain palm tree; certain day on the calendar
9. Weep
13. Abbreviation for *North America*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Picnic

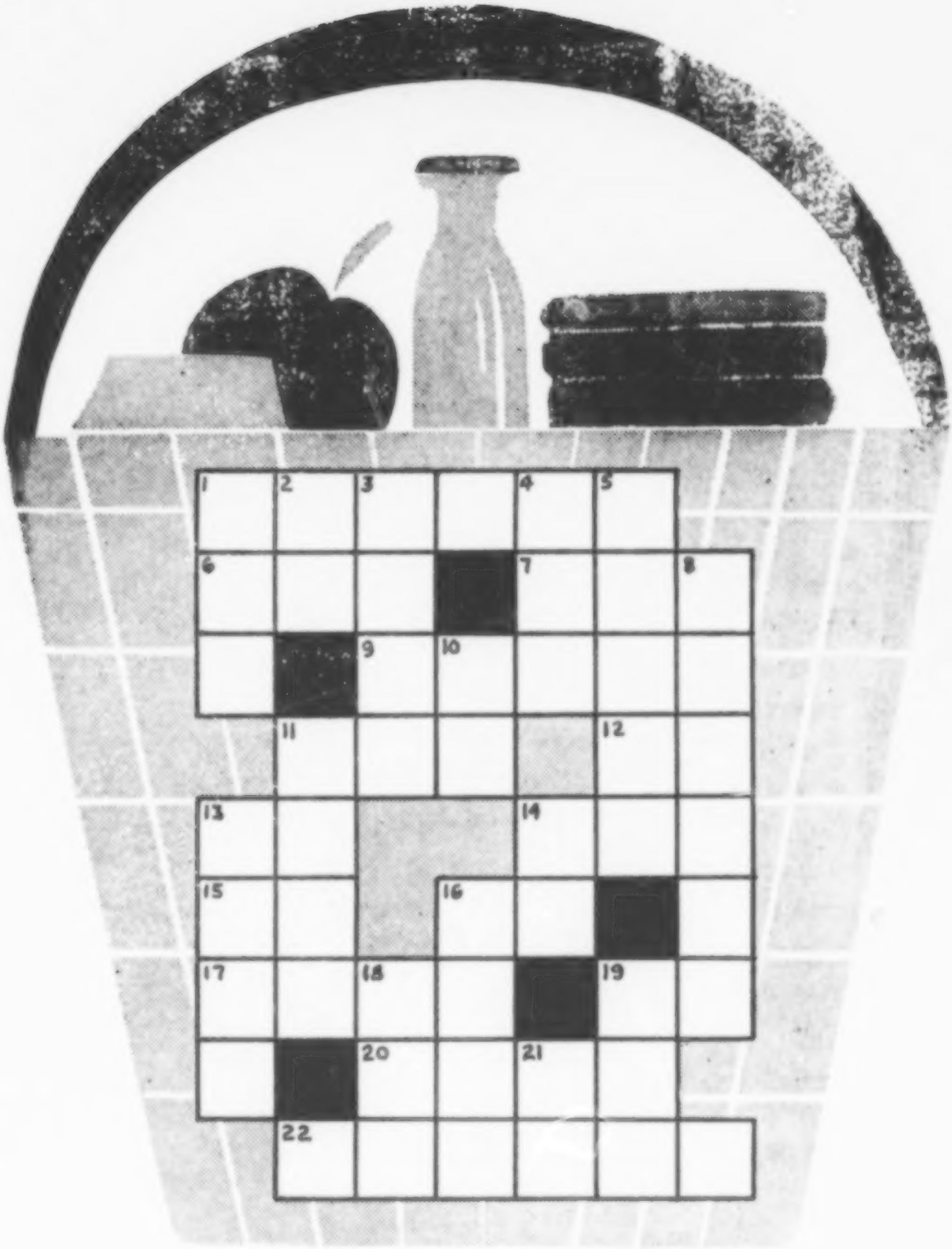
Answer on page 126

ACROSS

1. Outing including a meal outdoors
6. Number before two
7. She gives us milk
9. Opposite of *nephew*
11. Belongs to it
12. *Either,* ——
13. Opposite of *off*
14. Another spelling of the name *May*
15. Abbreviation of *North Carolina*
16. Very; it is .... cold!
17. Chop up food with teeth
19. George Washington lived at .... Vernon
20. Opposite of *narrow*
22. Sour yellow fruits

DOWN

1. Nickname for *father*
2. Opposite of *out*
3. Penny
4. Frozen water
5. Chocolate drink
8. *Were not* written as one word
10. I am, you are, he ——
11. One-twelfth of a foot
13. Half of twice
14. Abbreviation for *Missouri*
16. Move through water by using arms and legs
18. Female sheep
19. More than one man
21. First note of the musical scale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INDIAN BOAT

L	O	S	E	■	S	H	I	P
E	■	C	A	N	O	E	■	I
M	O	O	■	A	■	L	E	E
O	■	R	E	B	E	L	■	■
N	E	E	D	■	L	O	N	E

TEPEE

					K					
				F	I	T				
			B	A	T	O	N			
		C	A	T		M	E	T		
	P	O	T				W	E	T	
P	A	W						N	O	W

TOMAHAWK

			I	N		
		S	N	O	W	S
	D	A	D	■	H	O
M	A	G	I	C	A	L
A	T	■	A	R	T	
P	E	N	N	Y		
		A	S			

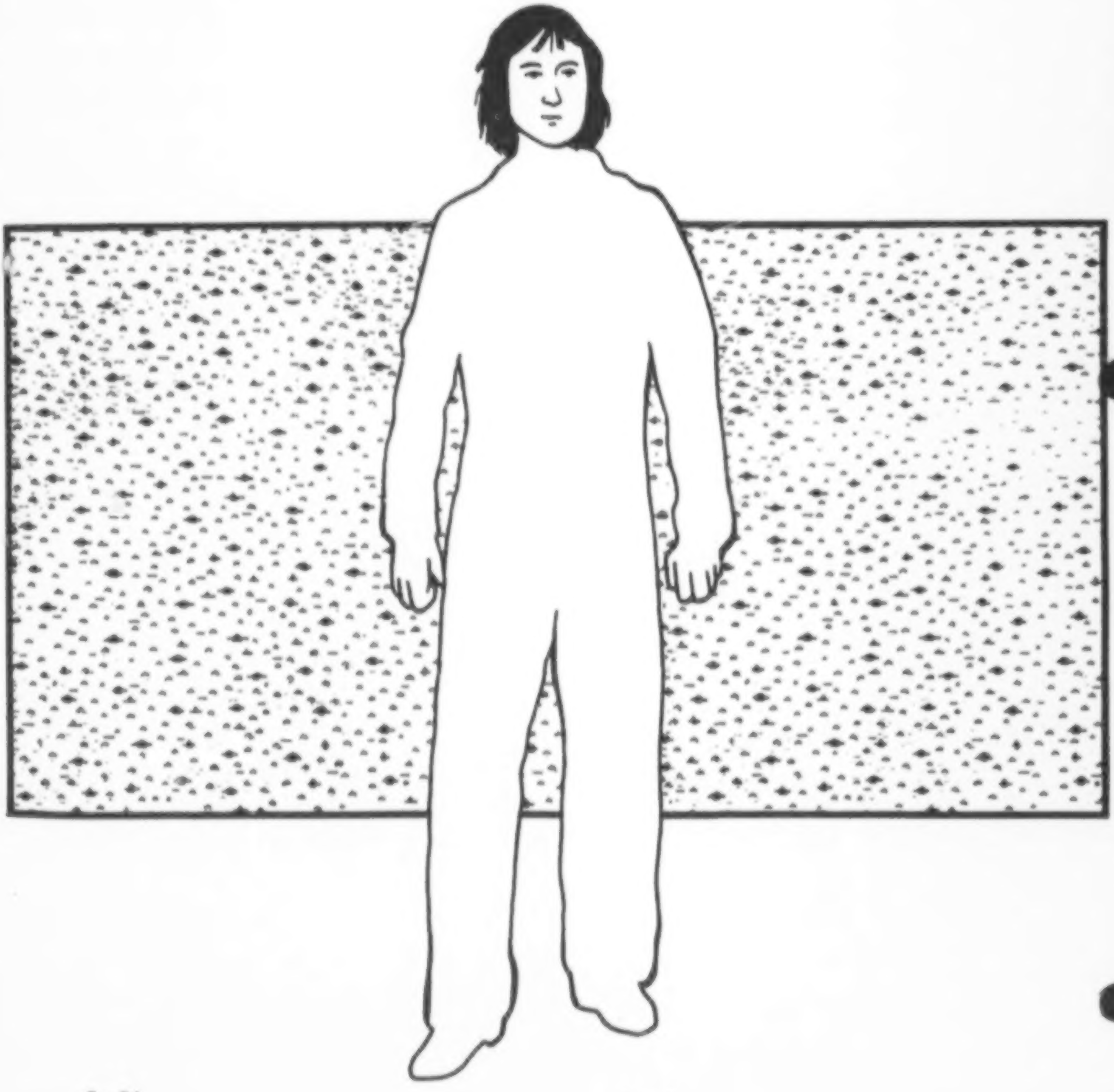
PICNIC

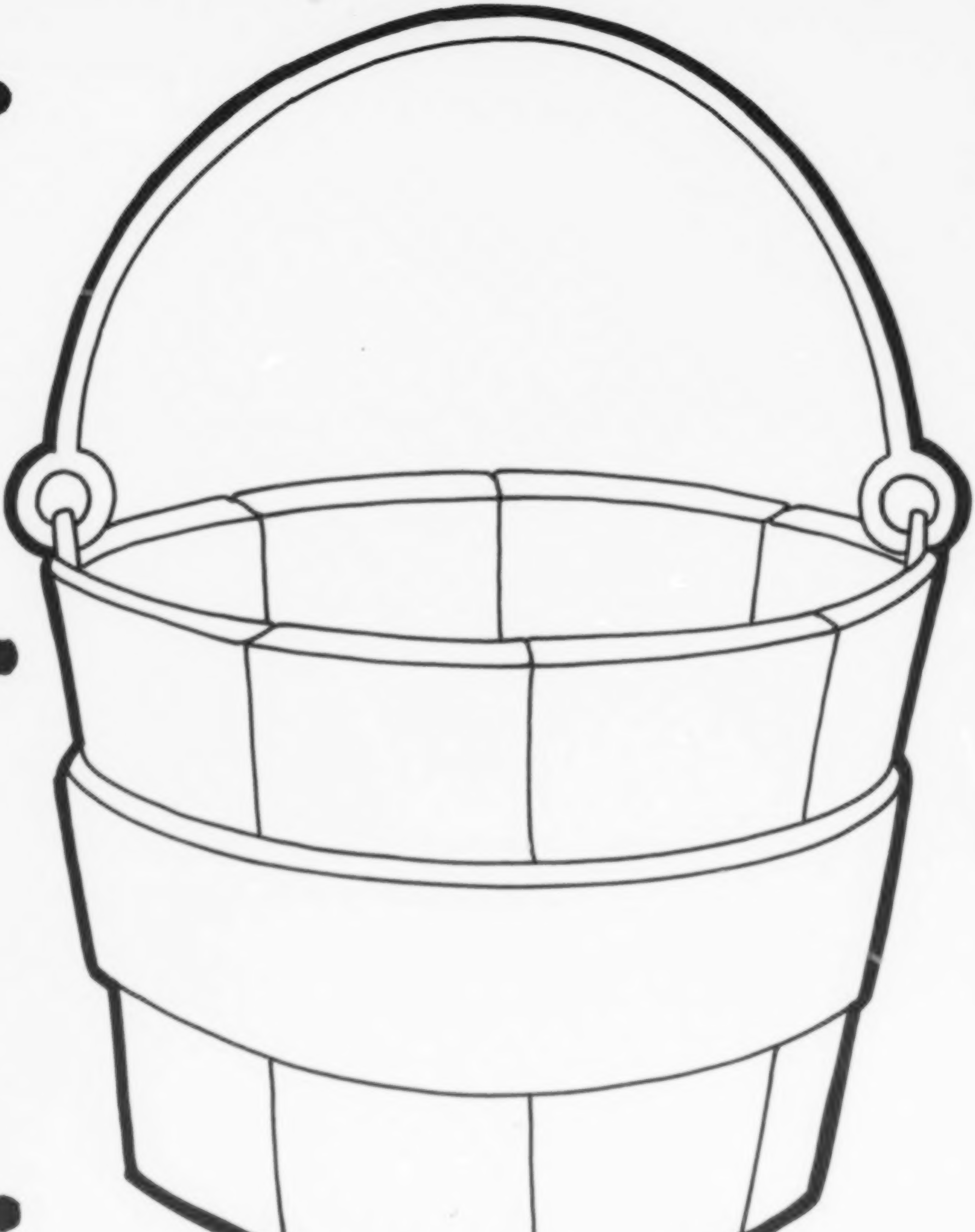
P	I	C	N	I	C	
O	N	E	■	C	O	W
P	■	N	I	E	C	E
	I	T	S	■	O	R
O	N	■	■	M	A	E
N	C	■	S	O	■	N
C	H	E	W	■	M	T
E	■	W	I	D	E	
	L	E	M	O	N	S

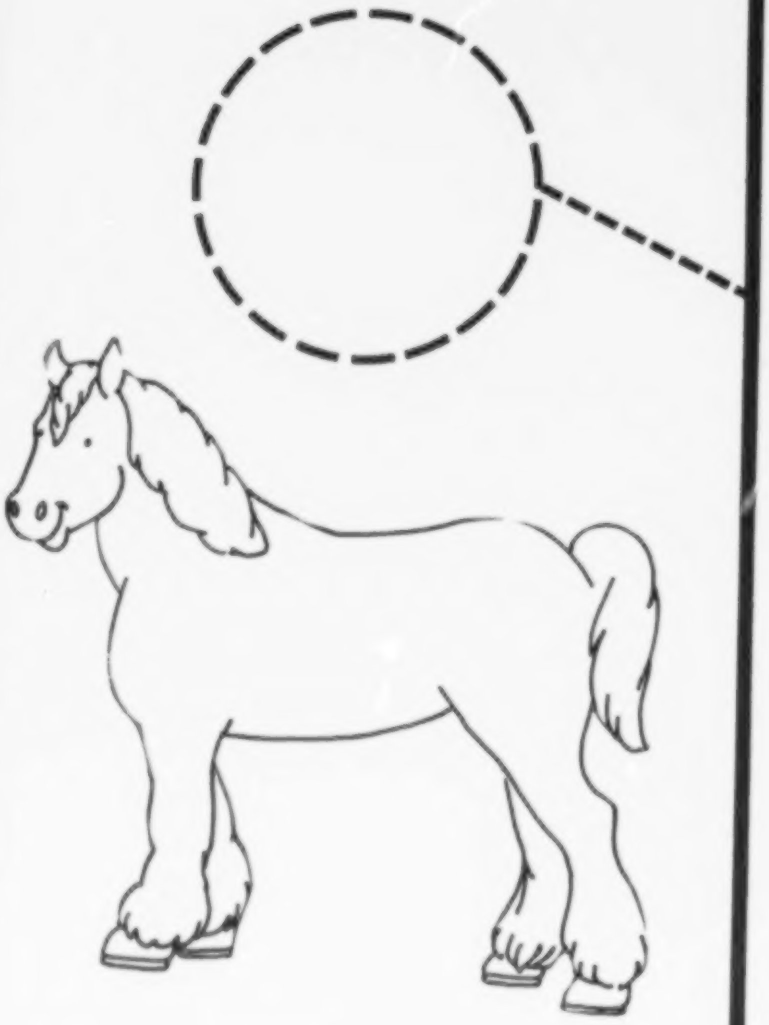
Work Sheet #5

Davy Crockett

In a book on clothing, find out the type of clothing pioneers such as Crockett wore and then dress this pioneer. Create the clothing on other pieces of paper. Color the clothing, cut it out and paste or glue it to the outline below. Also design, color and cut out the weapons the pioneer would have.





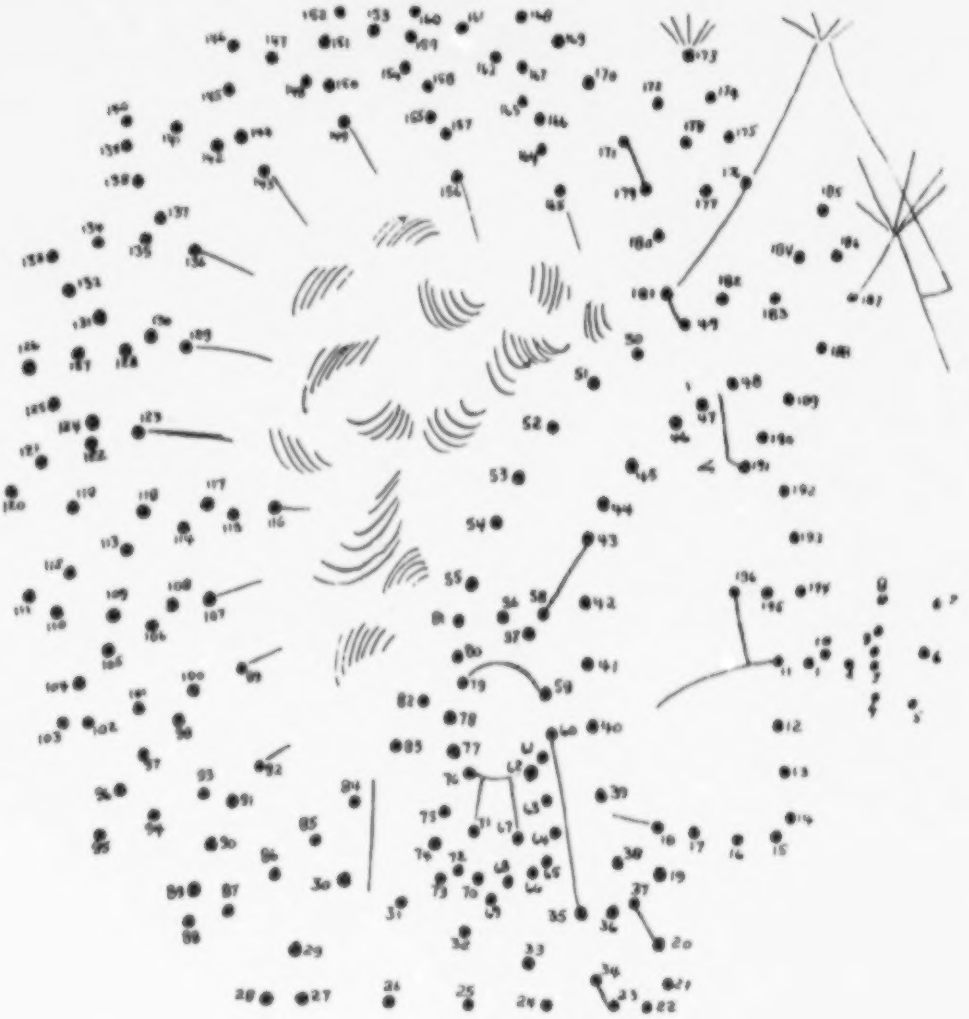


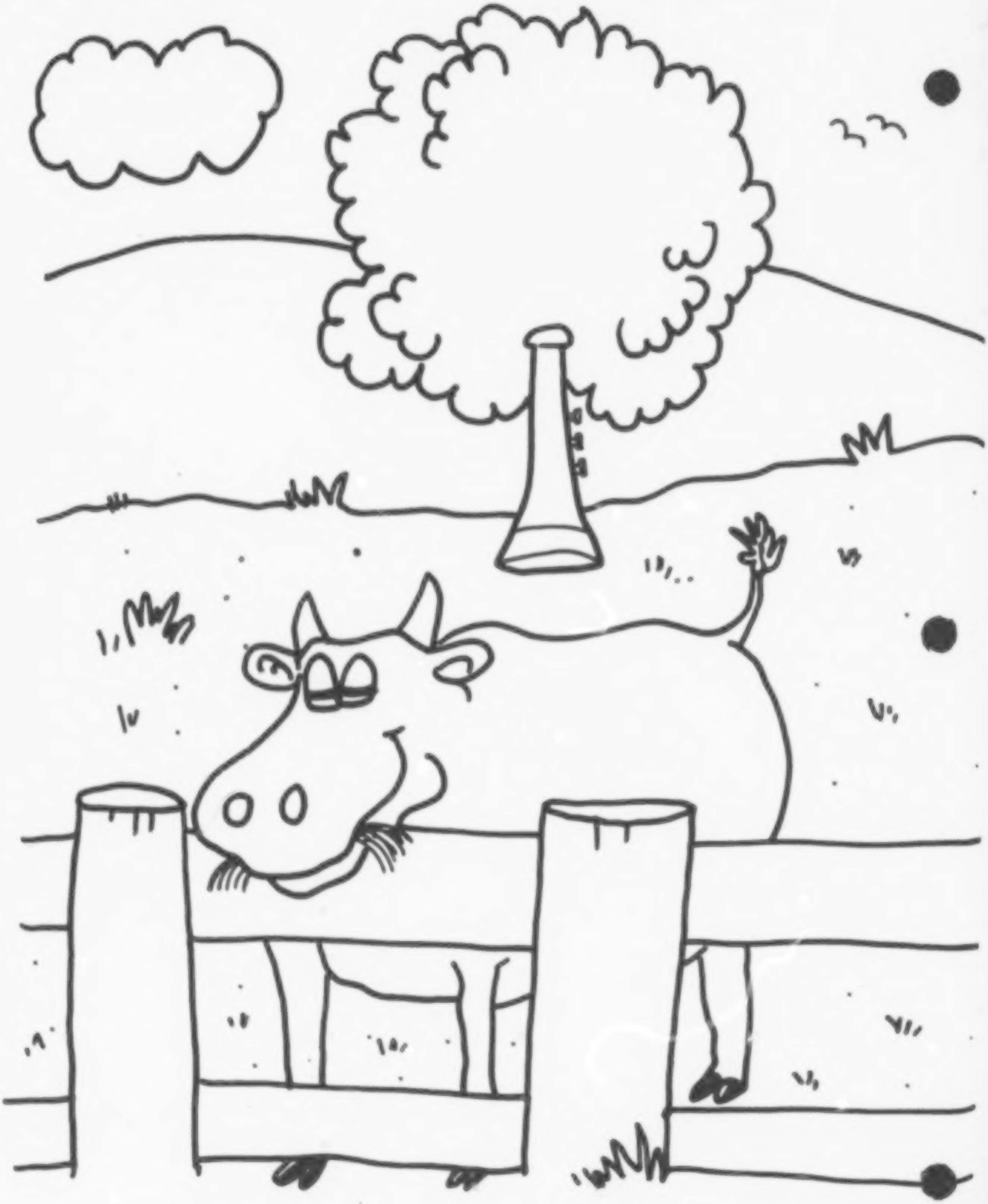
At The Library

Great Chief

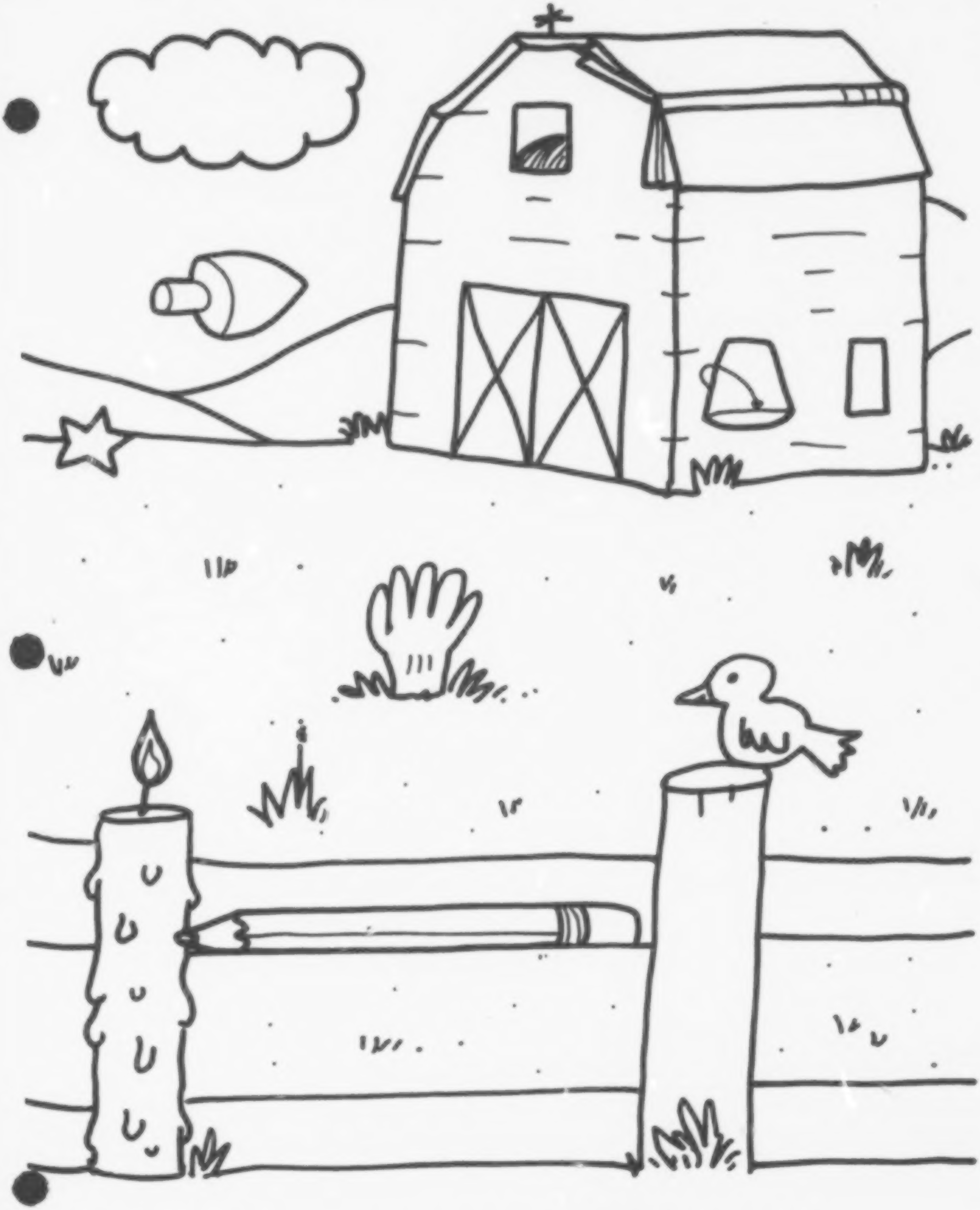
FOLLOW-THE-DOTS

DRAW A CONTINUOUS LINE from dot to dot, beginning with 1, and you'll have an exciting portrait.

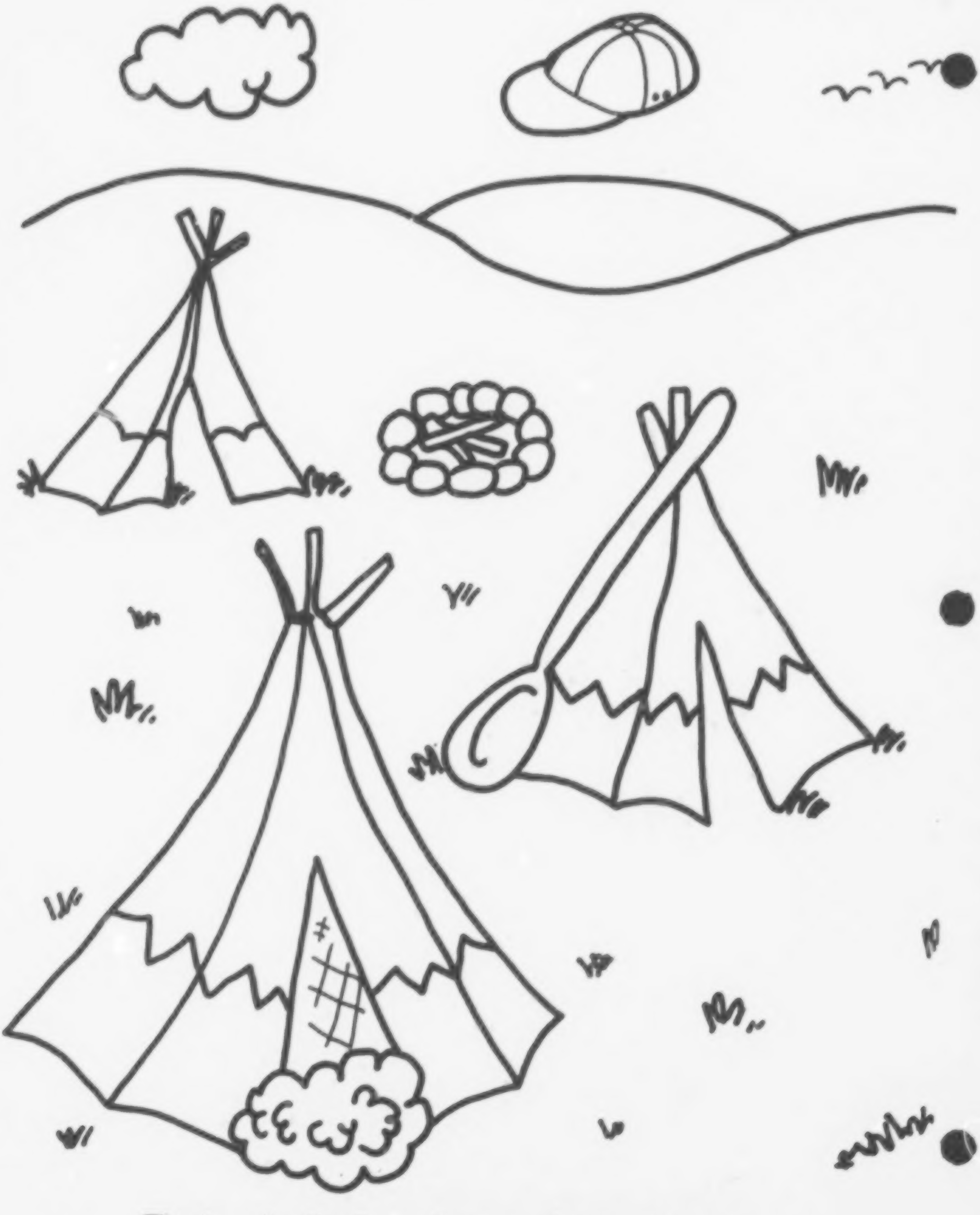




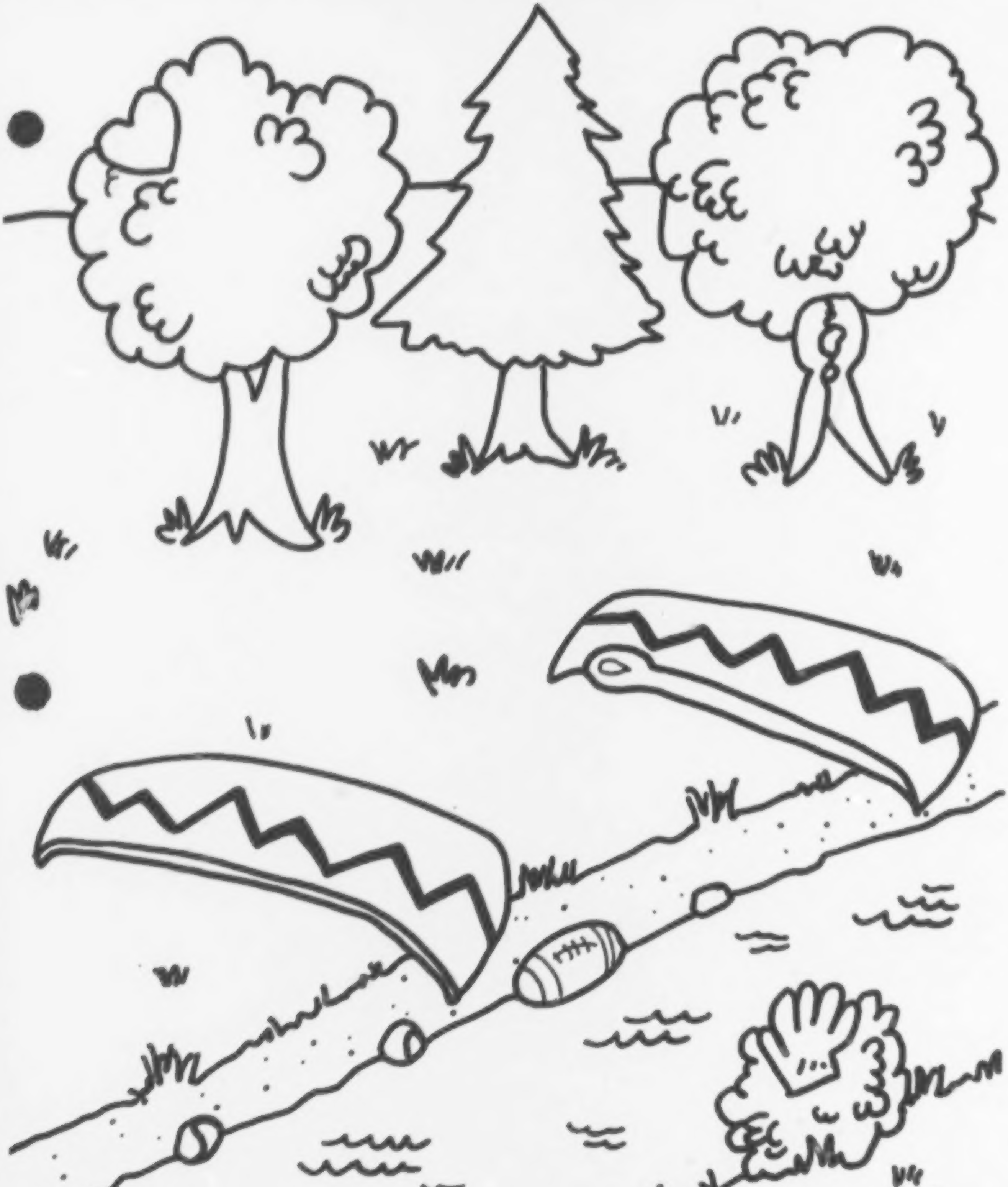
5—28 Find: glove candle horn star pail top



open book pencil

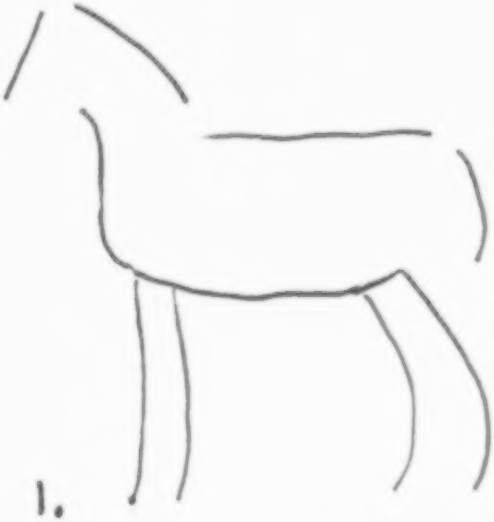


5—30 Find: football pliers glove heart

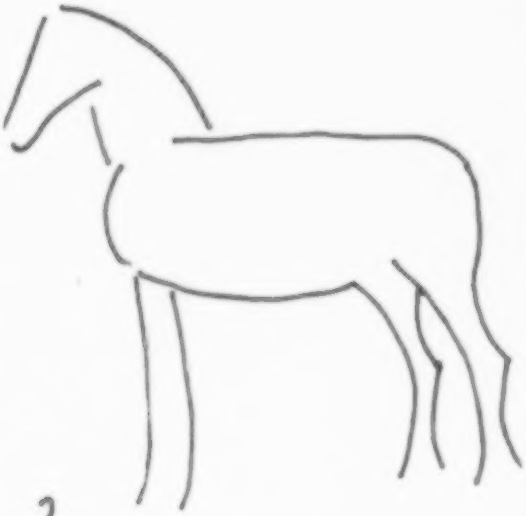


ice-cream cone baseball cap spoon needle

- A horse



1.



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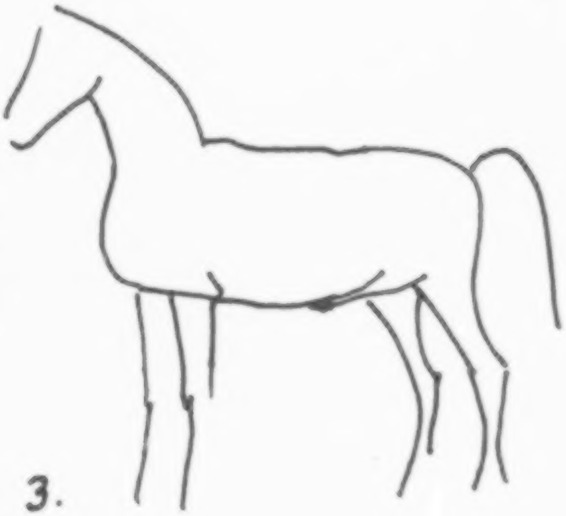

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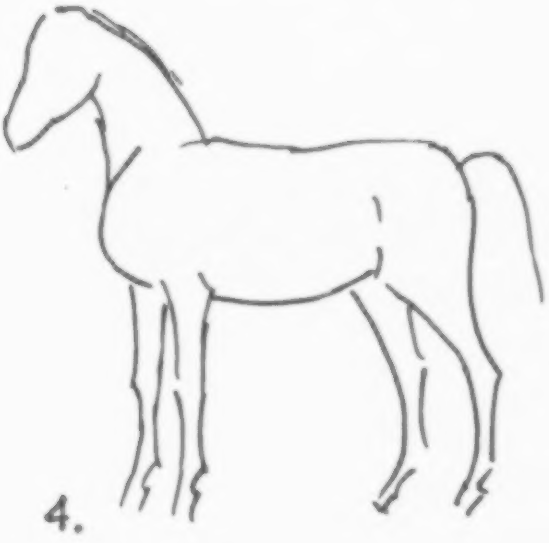

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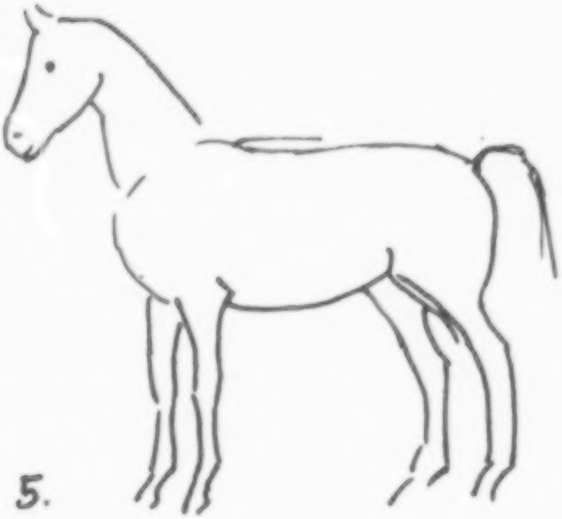

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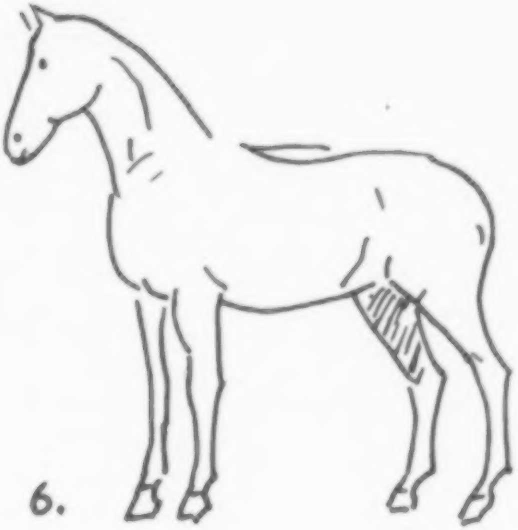

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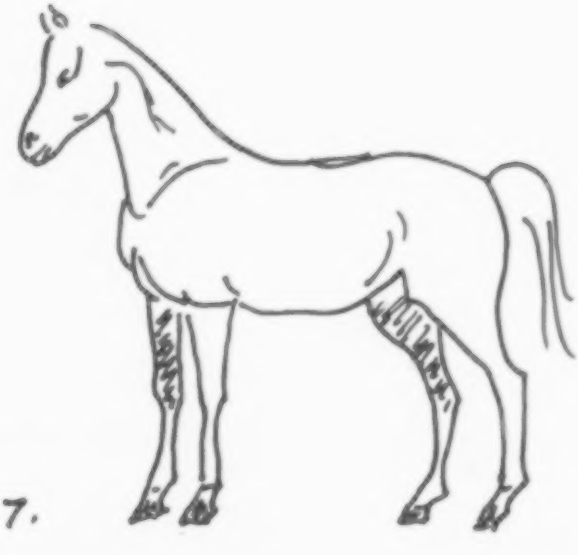

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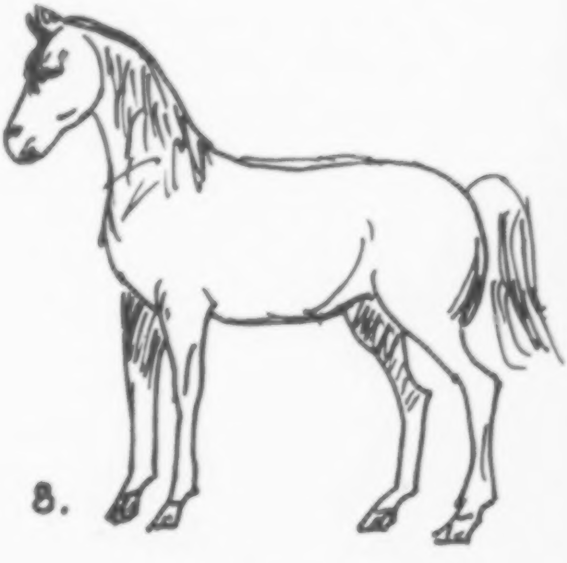

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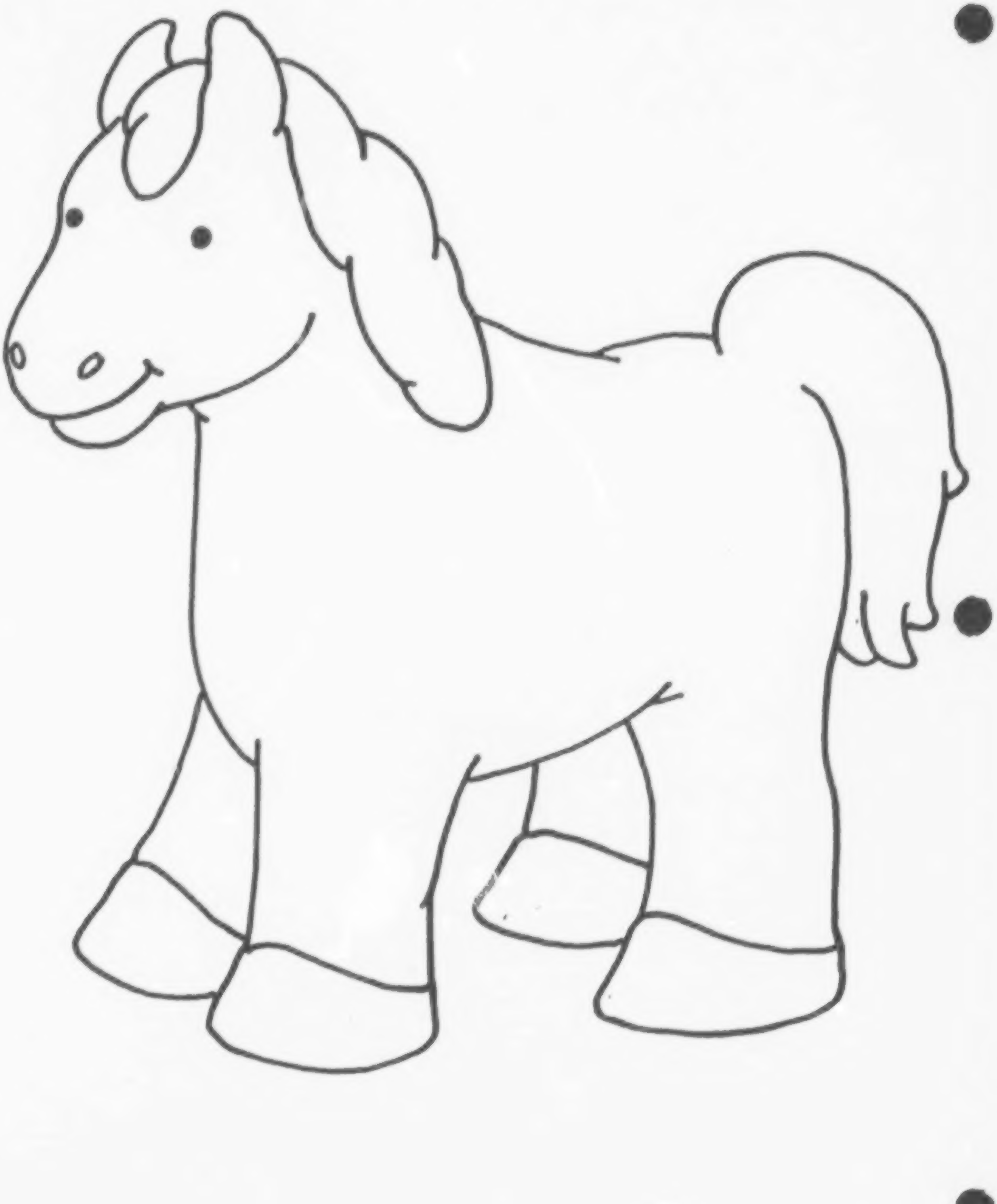
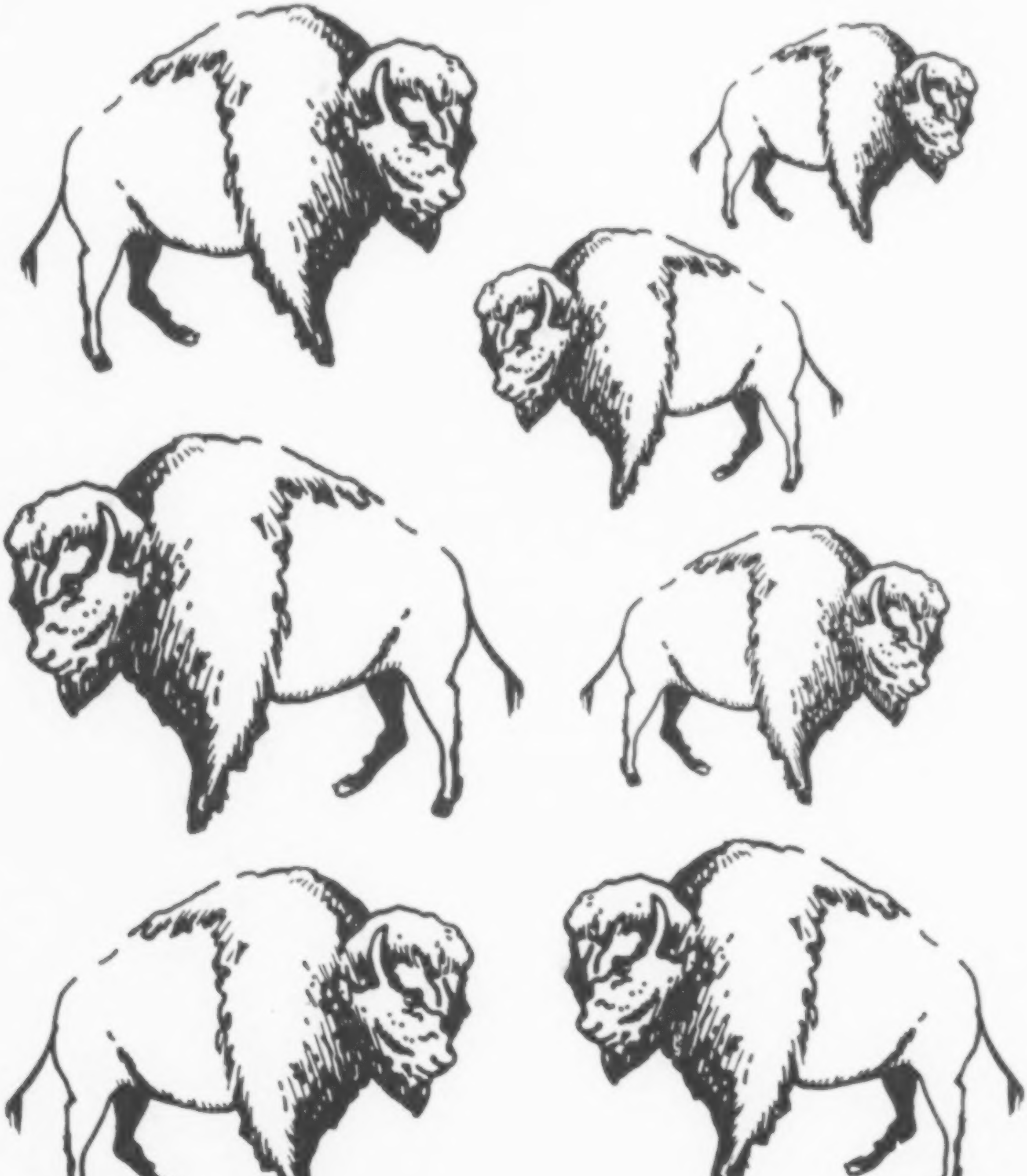
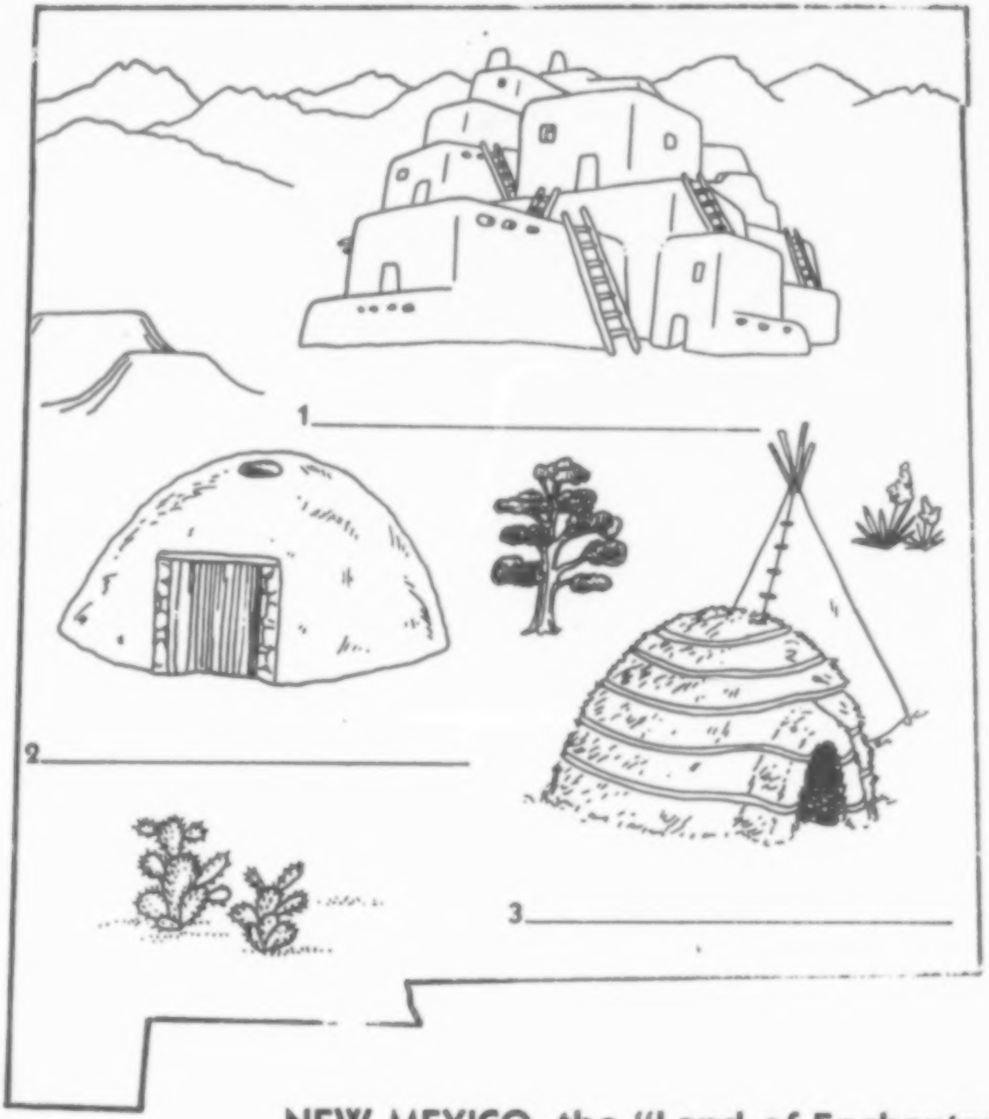


5—34

MONTANA

"Montana" is the Spanish word for mountain. The Rocky Mountains are in the western part of the state. In Montana you can visit Indian reservations, dude ranches, and rodeos, as well as hunt, fish, or ski. One sight to see is the National Bison Range. Find the two bison that are exactly the same and draw a circle around them.





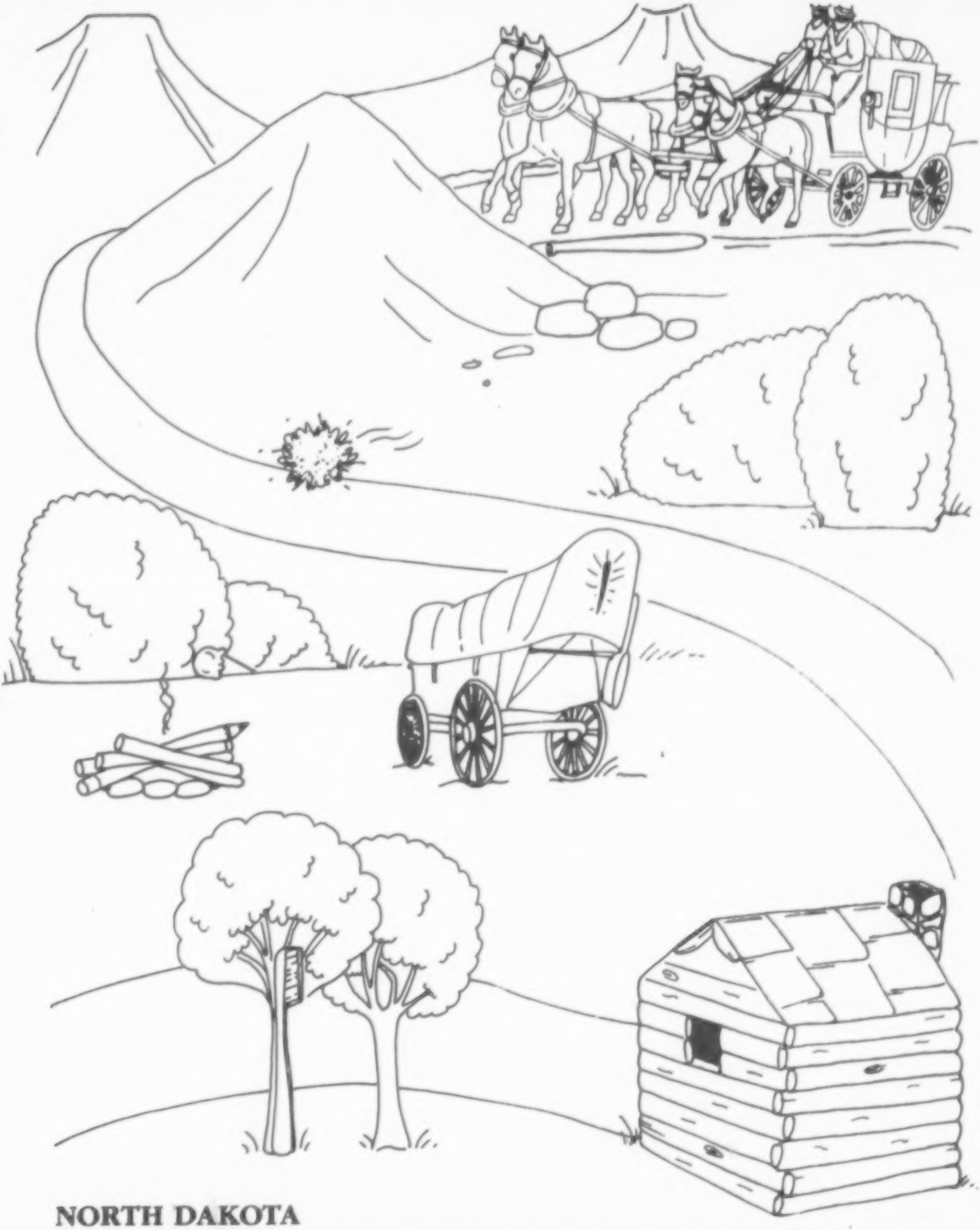
NEW MEXICO, the "Land of Enchantment"

New Mexico has mountains, forests, deserts, mesas, and the Great Plains. Spanish explorers arrived in the mid-1500s and found Pueblo, Navajo, and Apache Indians living there. The Pueblo Indians built homes of sun-baked brick called "adobe," large enough to house the entire village. The name "Pueblo" means village in Spanish. The Pueblo are peaceful people with their own highly developed civilization.

The Navajo were wanderers who hunted and gathered their food. They built one-room, mud-covered huts called "hogans." The Navajo are well known for their beautiful woven blankets and rugs.

The Apache were brave warriors and, like the Navajo, frequently raided the Pueblo Indians. The Apache built no permanent homes, but lived in brush huts and tepees.

Do you know which Indians lived in each of the dwellings above? Write the name on the line under each picture.



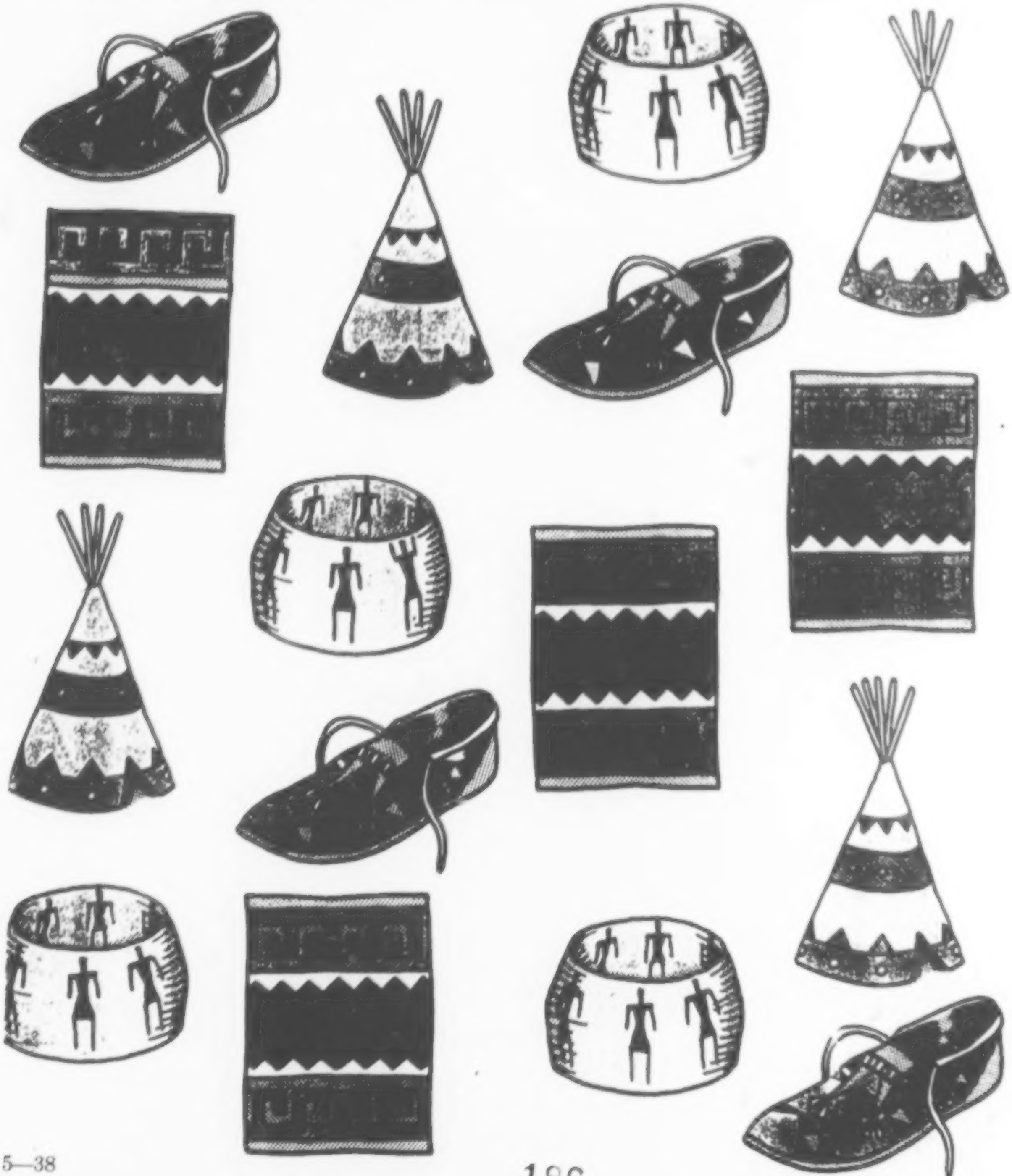
NORTH DAKOTA

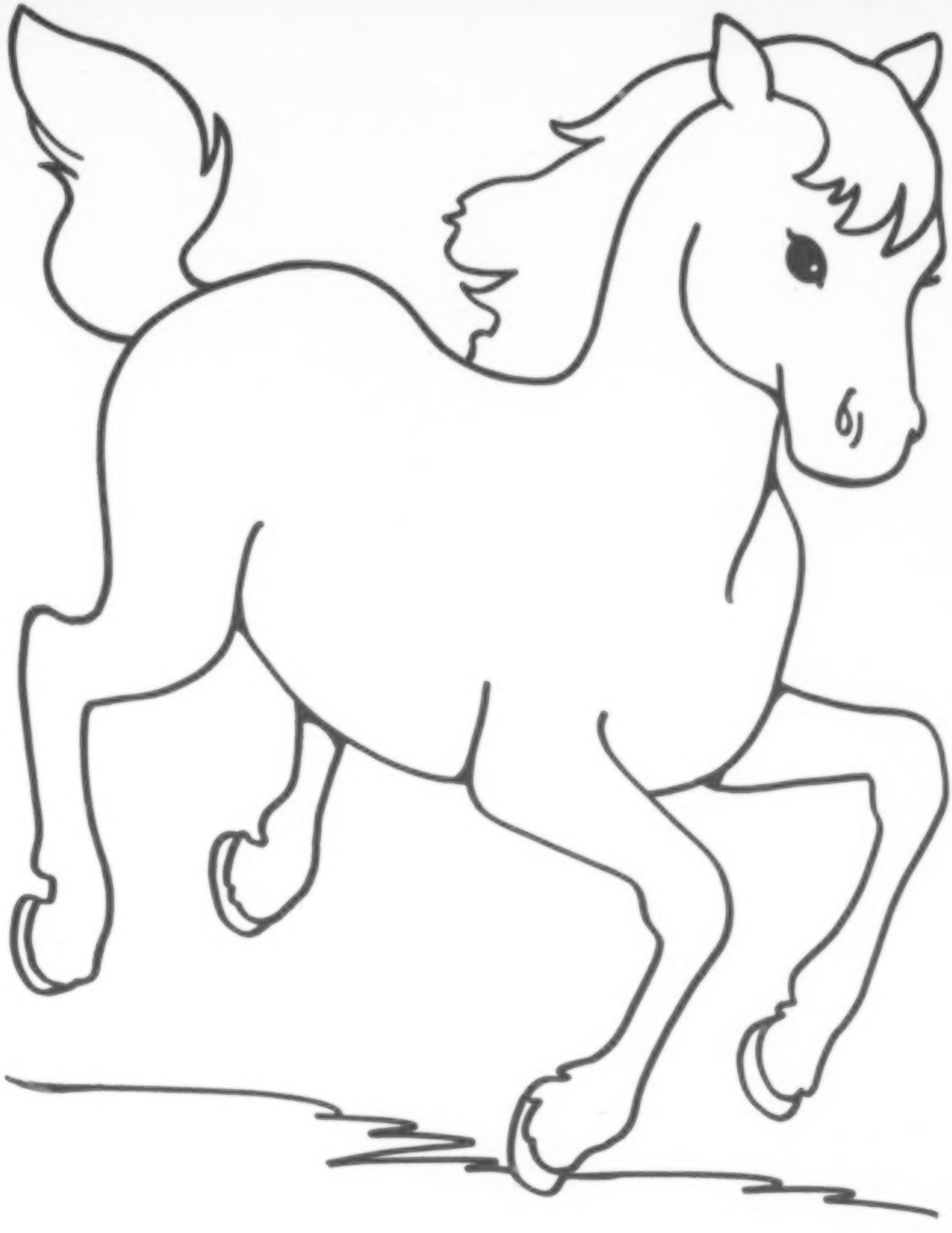
Fargo, North Dakota, was named for William G. Fargo. He also gave his name to his stagecoach delivery business — Wells, Fargo & Company, founded in 1852. This stagecoach is going by six hidden pictures. Find a baseball bat, book, frying pan, ice cream cone, pencil, and toothbrush. Then circle them.

OKLAHOMA

n the 1820s the United States Government started to move the Creek, Choctaw, eminole, Chickasaw, and Cherokee Indians to a region west of the Mississippi River. As the white settlers continued to migrate west they took more and more land away from the Indians. Eventually, all the Indians had left was the land that is now he state of Oklahoma.

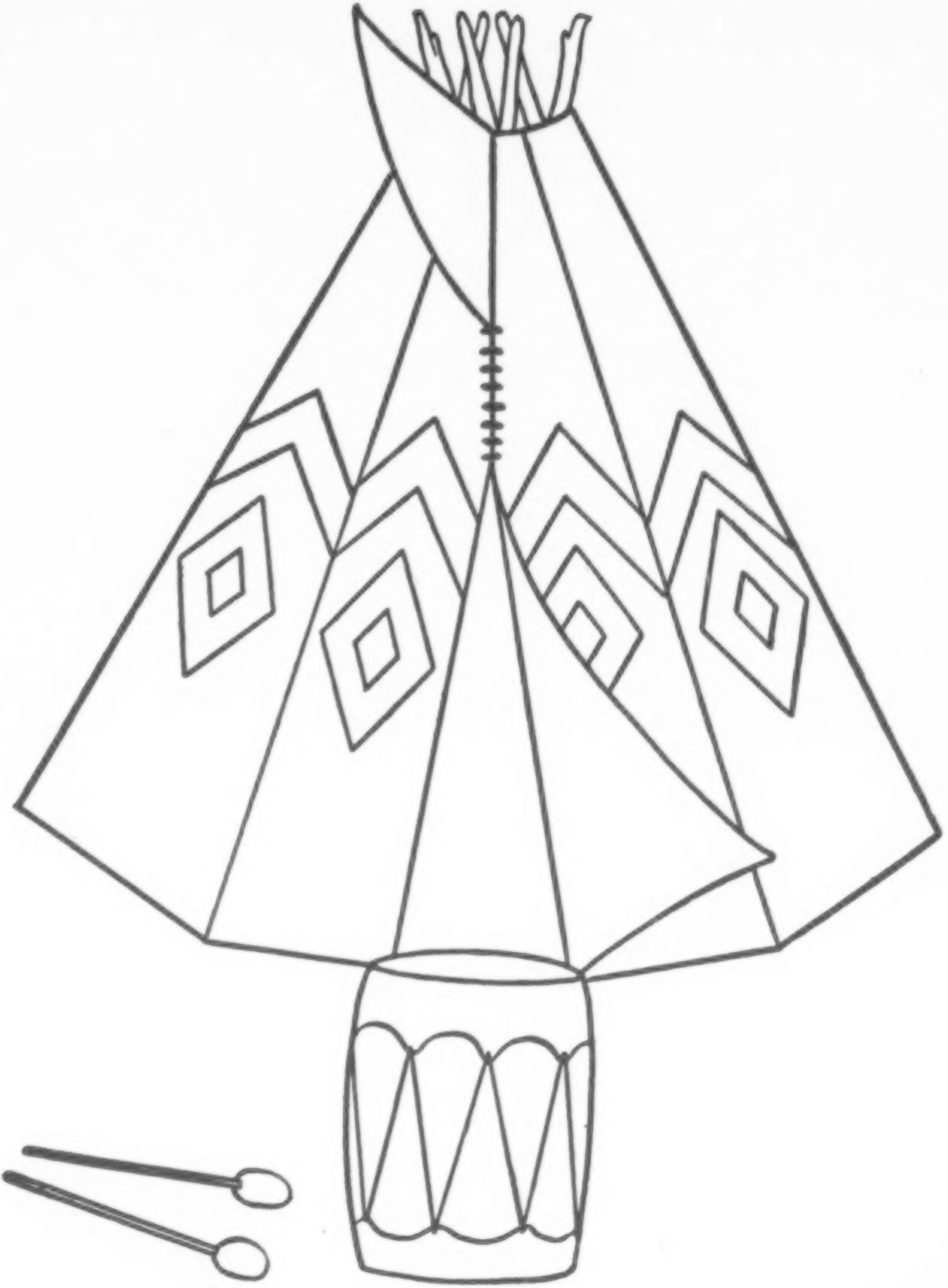
Pictured here are some things Indians make. There are four of each: baskets, blankets, moccasins, and tepees. In each group there is one that is different from the other three. Put an X on it.



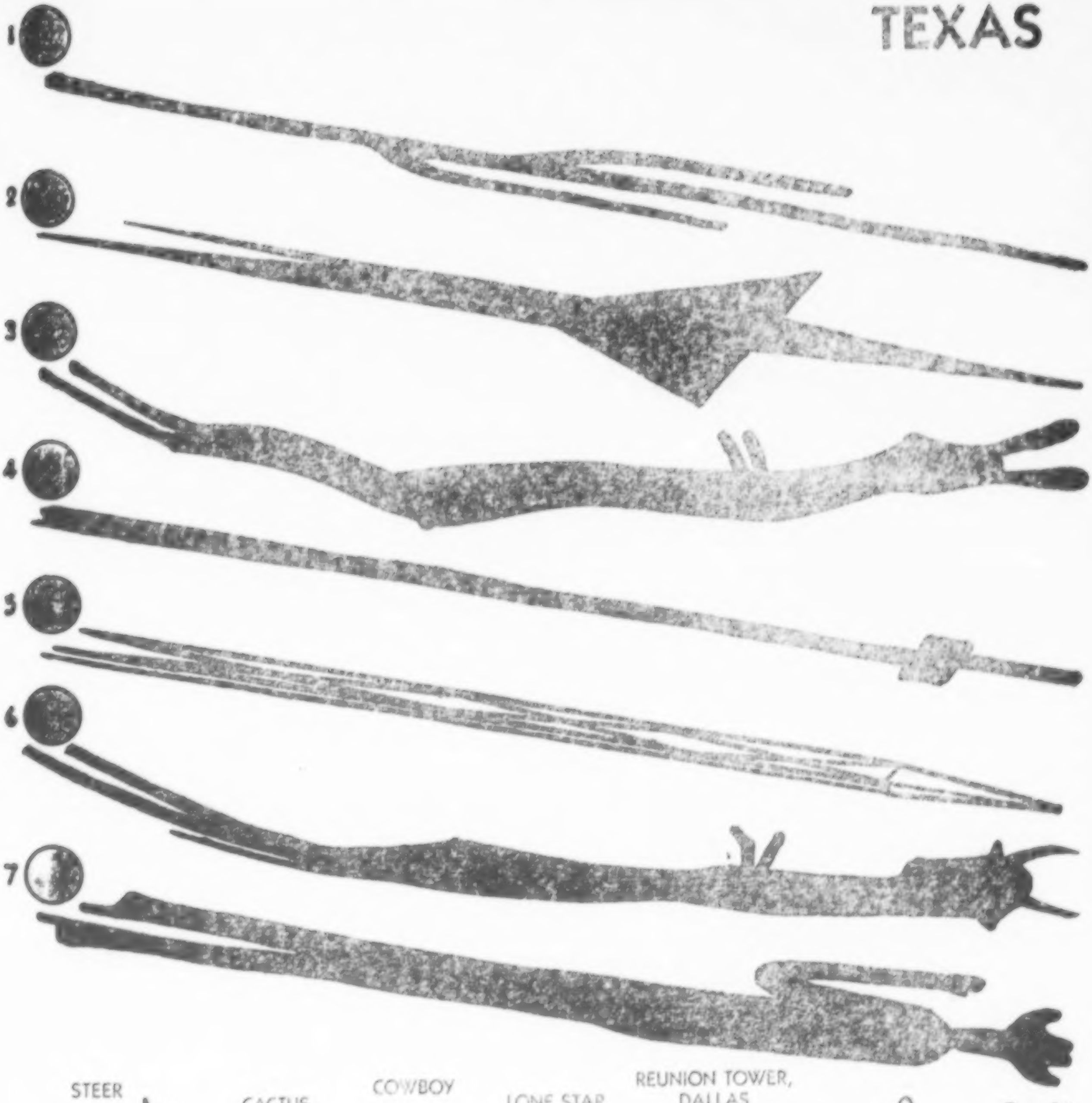


A prancing horse

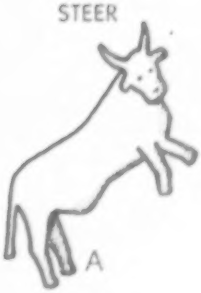
5—39



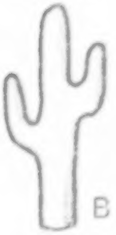
TEXAS



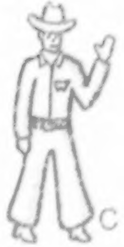
STEER



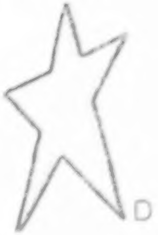
CACTUS



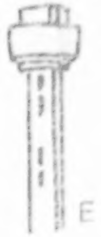
COWBOY



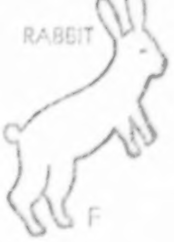
LONE STAR



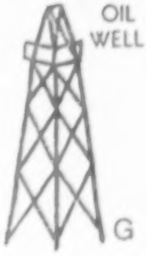
REUNION TOWER, DALLAS



RABBIT

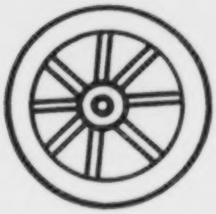


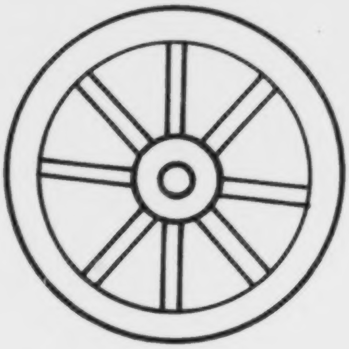
OIL WELL

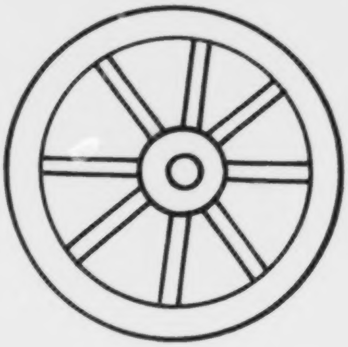


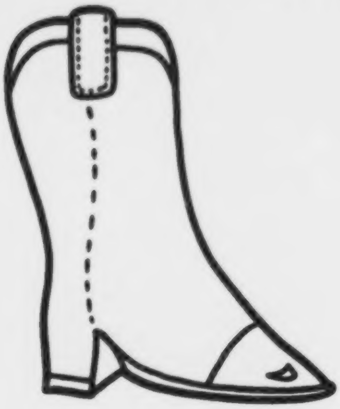
Texas is a very big state. It is sunny and has wide open spaces where you can cast a *long* shadow. Match these Texas sights at the bottom of the page with their shadows above. Then write the object's letter in its circle.

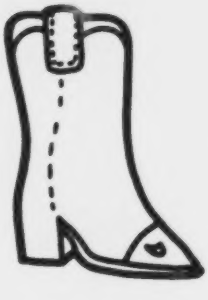
Color the pictures in each row that are the same size.

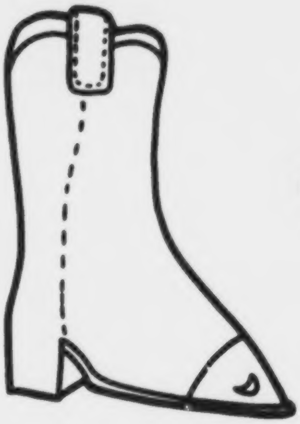


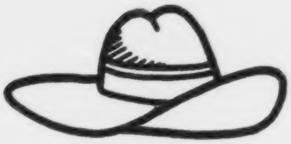


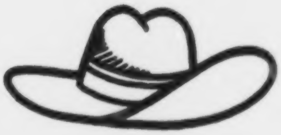


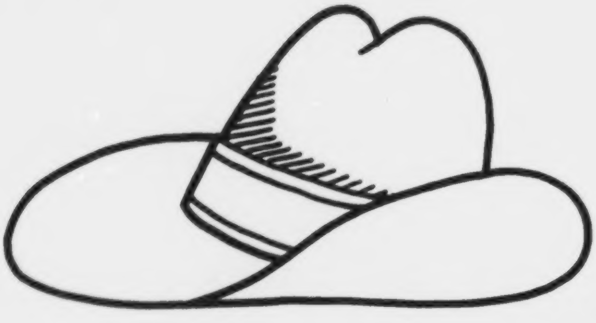












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Costumes

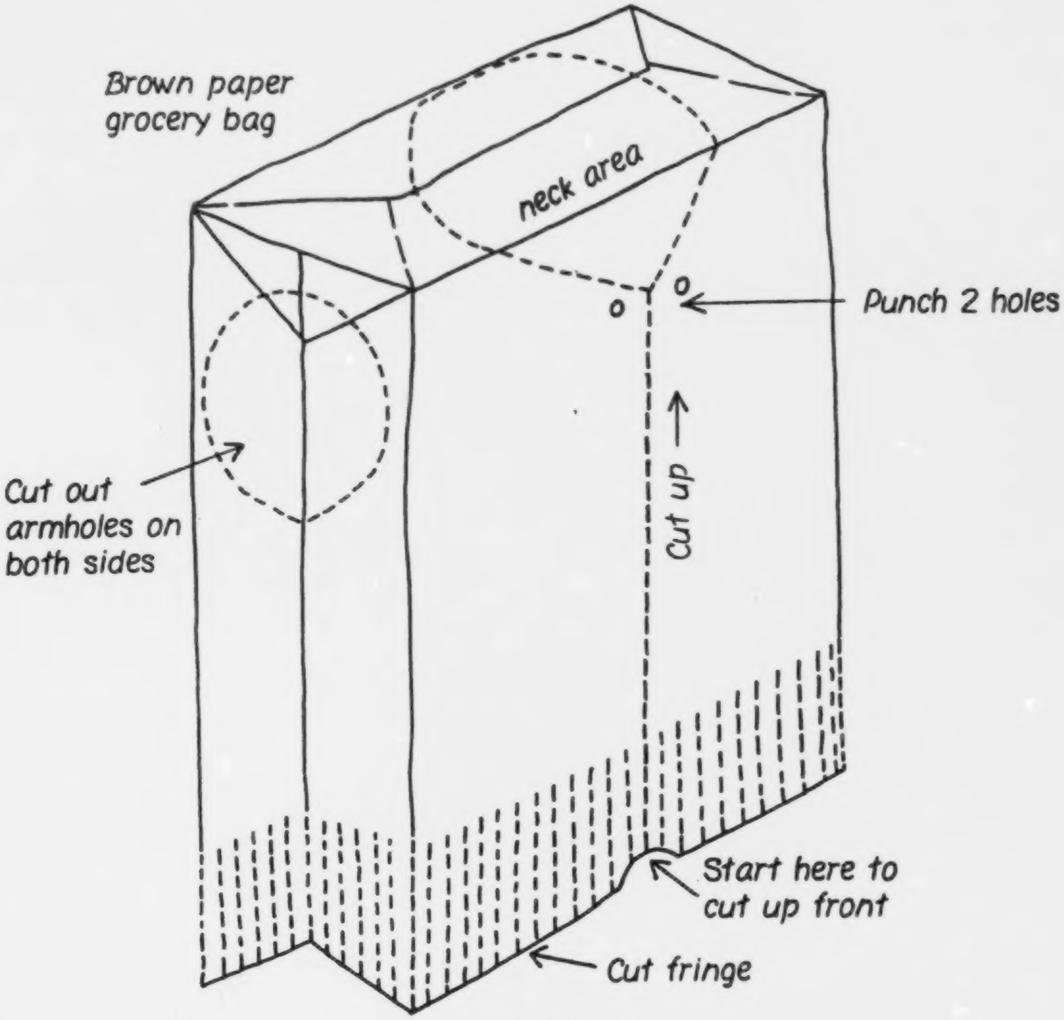
Directions and patterns for several simple costumes and hats can be found in *McCall's Giant Golden Make-it Book* by John Peter on pp. 76-79 and 87. These include a cowboy suit, an Indian girl and boy costumes, a Sioux war bonnet, and a sunbonnet.

BROWN BAG VEST

Reprinted with permission from **The Kids' Multicultural Art Book** by Alexandra Terzian © 1993, Williamson Publishing Company, Charlotte, VT 05445, (800) 234-8791.

Materials: Plain brown paper grocery bag, Tempera paint or markers (any colors you wish), yarn (2 pieces about 12" long), Scissors, Hole punch

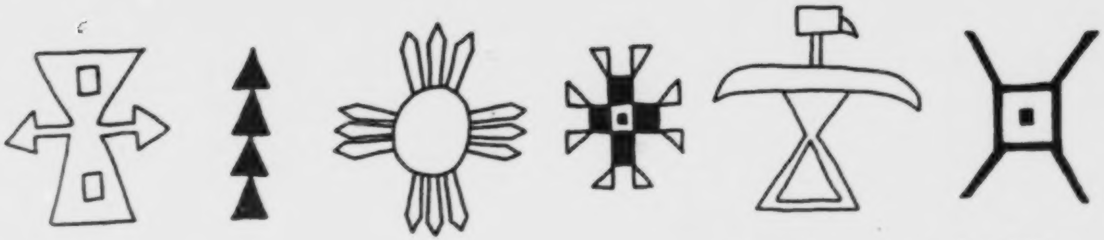
1. Cut up the middle of the front of the bag and around the neck area as shown. Cut into the sides and make two armholes.
2. Cut fringe all the way around the bottom.
3. To make the ties, punch two holes near the neck opening at the front. Pass a piece of yarn through each hole, and knot each piece at both ends.
4. Decorate with markers or tempera paints, using the illustrated Native American designs, if you wish.


Brown paper grocery bag
neck area
Punch 2 holes
Cut out armholes on both sides
Cut up
Start here to cut up front
Cut fringe

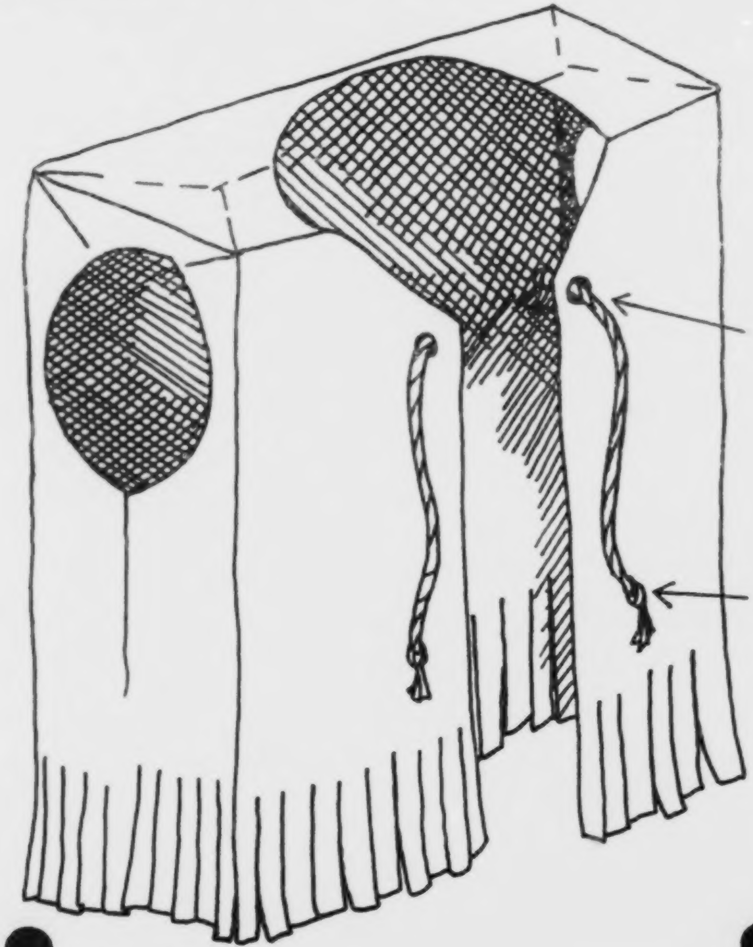
6—2

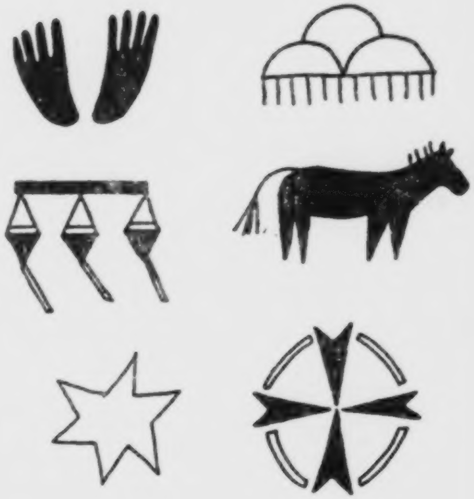
❑ Art Works! ❑

Listen to some American Indian music like Douglas Spotted Eagle, while making and wearing your vest.



Native American designs


Knot yarn end on inside
Knot yarn end

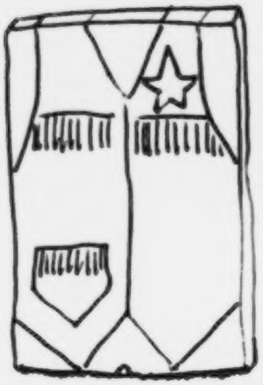


✷ Cultural Clues ✷

Bright-colored, fringed clothing, originally made to keep flies away, is still a popular style worn by native peoples on skirts and jackets.

PAPER BAG COWBOY VESTS

From *Fun at Home with Dian Thomas*, by Dian Thomas. Holladay, UT: Dian Thomas Co., 1993. Used by permission.



Each young guest can decorate his or her vest with markers. To make each vest, cut the bottom from a large paper bag. Cut bag open vertically if glued seam. (Cut off remaining part of the seam.) Lay bag flat. Fold each side to meet in the center like a vest. Cut out neck, large armholes, and rounded edges at bottom of each side in front. Glue shoulder seams. Cut parallel slits all around bottom and around rounded edges of vest's front-bottom to form fringe. Draw a star-shaped sheriff's badge on one side of the vest.

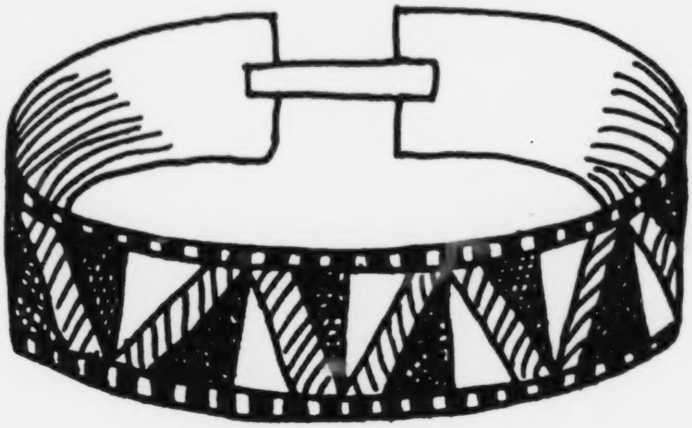
SOUTHWESTERN-STYLED HEADBAND

Reprinted with permission from **Kids Learn America** by Patricia Gordon & Reed C. Snow © 1992, Williamson Publishing Company, Charlotte, VT 05445, (800) 234-8791.

Here's what you need: A felt strip, about 1" x 16"; Assorted colorful felt scraps; Sequins, buttons, and other trims: 3/4" elastic, about 4" long; White glue; Needle and thread

Here's what you do:

1. Cut the felt scraps into various shapes—either a design or symbols or whatever suits your mood. Glue them to one side of the long felt strip, using the glue sparingly.
2. Add other trims, if you like.
3. Sew the elastic to the inside of the headband at both ends. Now, wear with pride.



WESTERN WEAR

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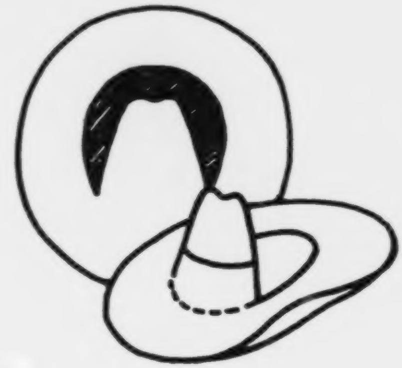
Ten Gallon Hat

The cowboy's hat was a functional piece of clothing, providing shade from the sun and acting as a mini-umbrella in the rain and snow. It might even be used to carry water to a thirsty horse, fan a starting campfire, or act as a pillow at the campsite. The term ten-gallon hat was given to hats that were high-crowned. Help your students make a ten-gallon hat out of 2 brown grocery bags, scissors, string, tape, ruler and pencil.

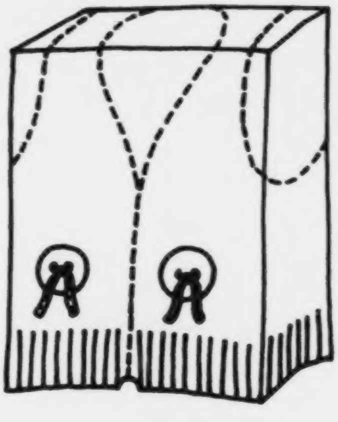
1. Cut open the two grocery bags so that they lie flat.
2. Cut a 12-inch piece of string. Tie one end around the pencil. Place the other end in the center of the least creased part of the bag. Tape in place. Place your finger on the string. With the other hand, move the pencil to draw a large circle on the bag.
3. Cut out the circle. Trace it on the other bag and cut it out.
4. Glue the two circles together so that no writing shows.
5. Fold the circles in half to make a slight crease. Unfold. Draw the crown of the hat as shown. Carefully cut away the shaded section.
6. Roll up sides of the hat and make a crease in the crown. Draw a fancy headband.



Cowhand Waistcoat

A cowboy vest was called a waistcoat. It was often made of leather and helped to keep the body warm without the bulkiness of a jacket. Have your cowhands make their own waistcoats. You'll need a brown grocery bag, pencil, and scissors.

1. Use a pencil to stretch the armholes and neckhole as shown. Cut out.
2. Fringe the bottom edge of the waistcoat with scissors.
3. To give it that aged leather look, simply crumple the paper. The more you crumple the softer the bag becomes.



Cowhand Dustbuster

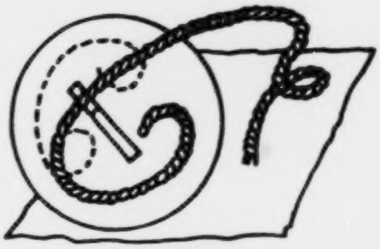
Cowboys usually wore a neckerchief around their neck called a "wild rag" or bandanna. The bandanna was not just worn for decorating; it was very useful, protecting the cowboy's neck from the hot sun. It was pulled up over the nose and mouth in a dust storm or during a stampede. It also could be dampened and hung around the neck to help one cool off in the hot sun. Have children bring in bandannas from home or make your own out of tissue paper. Knot the bandanna around each cowhand's neck or pull it through a special piece of cowboy jewelry called a concha.

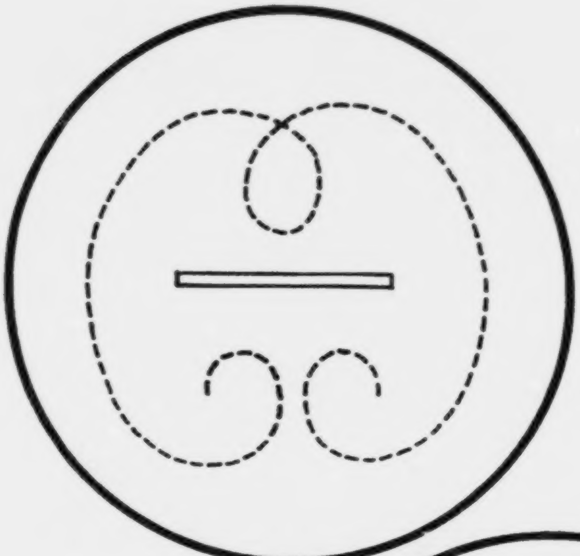
To make a silver concha, you will need tagboard, aluminum foil, glue, string, and scissors.

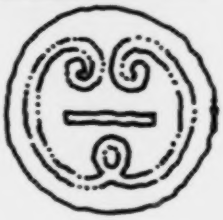
1. Glue concha pattern onto tag board and cut it out.
2. Carefully cut slit in the center.
3. Glue string onto the concha along the design lines.
4. Wrap a small piece of aluminum foil around the concha. Smooth with your fingers. Glue the foil to the concha on the back.
5. Make a slit in the foil to match the slit in the concha.

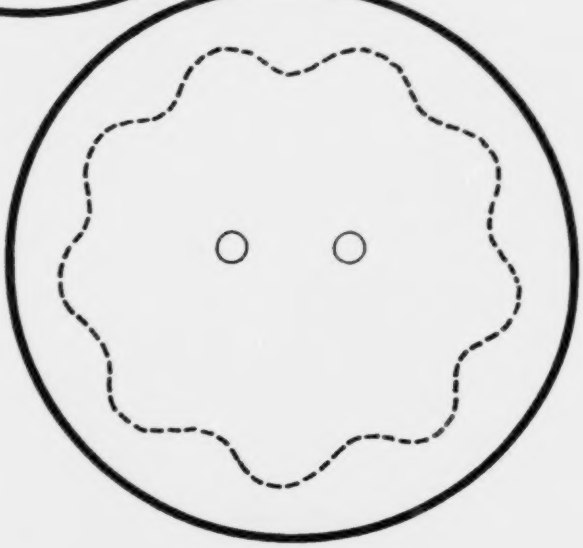
For the bandanna, you'll need red tissue and scissors.

1. Cut a single sheet of tissue paper in half on the diagonal.
2. Wrap it around the neck and carefully pull ends through center slit of the concha.

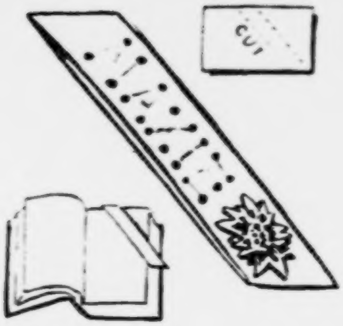








Crafts



BOOKMARK

Cut a band at an angle across a sealed envelope. Decorate, then slip the corner of the page through the opening in the bookmark.

BRANDING IRON STAMP

Draw a design or brand on one side of a large pink eraser. Carve away the eraser surface around the design. Use a regular inked stamp pad and stamp your design on paper

Another way to make stamps is in Laurie Carlson's *Kids Create*, which includes Sponge Printing (p. 56), Carved Rubber Stamps (p. 62), and Rubber Sole Stamps (p. 62).

CARDBOARD BOX BANK

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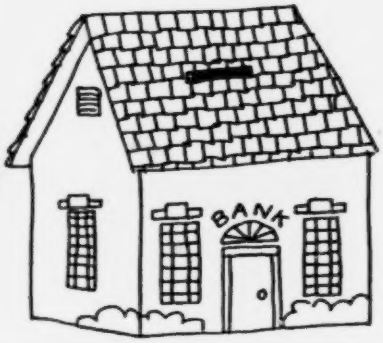
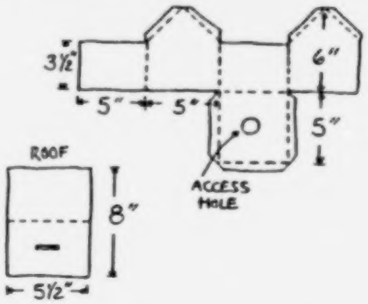


CARDBOARD BOX BANK
Poster board, about 12" × 28"
Medium-weight paper, about 3" square
Ruler
X-acto knife
White glue
Paint

Note The bank shown here is about 5" square by 6" high.

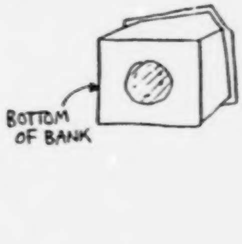
1. Draw the cutting outline of the bank on a piece of poster board. Use the dimensions shown here, or change them to suit the building you have in mind.



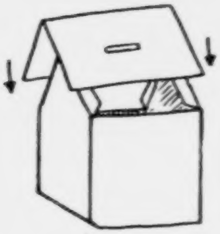
Be sure to mark the dotted fold lines.

2. Cut out the bank and its roof with either scissors or the X-acto knife. Score along the dotted lines by cutting only part way through the cardboard with the knife. Cut out the coin slot in the roof and the circle in the base of the bank.

3. Paint the cardboard. This is easiest to do before the bank is assembled. Let dry completely. Glue a circle of paper over the access hole in the base of the bank.

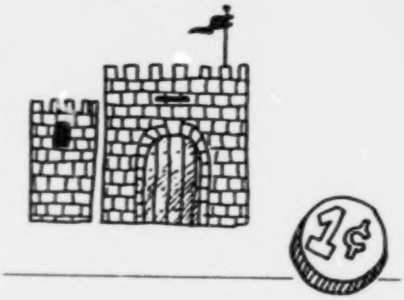


4. Fold the cardboard along the scored lines. Glue the tabs to the inside walls so they don't show. Glue one at a time; hold the joint together for a minute or so until the glue bonds. Attach the roof to the four gable tabs.



5. To remove money from the bank, tear off the paper covering the hole in the base. Glue a new piece of paper back on when you want to fill the bank again.

Variations on a Theme
Use your imagination, and any materials at hand, to create your own architectural bank. Give your bank a flat roof or a gambreled roof (the kind you see on a lot of barns). Make a pyramid from cut and scored corrugated cardboard. Use an empty oatmeal box to make a tower bank. Make it a free-standing tower or part of a building. Make a whole castle to hold the royal coffers!



A penny saved is a penny earned.
Poor Richard's Almanac

CARDBOARD BOX HORSE

Cut a hole in the top of a carton large enough to fit over the head and shoulders of the child. Attach string or ribbon to the carton to make straps to hold the box up. Draw a saddle on the carton. Draw a horse's head on a sheet of cardboard or heavy construction paper. Cut a slit in the front of the carton to hold the horse's head, push the neck into the slit, and tape down. Use yarn or string to make reins and the horse's mane and tail.

CHIPPEWA DREAM CATCHER

Materials: White paper plate, 9"; Yarn, about 12"; Beads, store-bought or homemade beads; Feather; Masking tape; pencil; scissors; hole punch

Directions:
1. Draw a large ring inside the rim of a paper plate.
2. Cut out the center of the plate to the inner edge of ring. Then, cut off the outside rim of the plate, leaving the ring.
3. Punch about 16 holes around the ring.
4. Wrap masking tape around one end of the yarn. Poke the taped end of the yarn into the top hole and pull through, leaving about 3" at the end.
5. Begin creating a web by crisscrossing the yarn to fill up all the holes around the ring. Leave the center of the web open.
6. end by bringing the taped end of the yarn back to the top hole, and tying this to the other end.
7. Cut a piece of yarn about 8" long. Loop it through the bottom hole and even the ends. Pass several beads up the yarn, and slip a feather into the beads. Knot the ends of the yarn.
8. Hang over your bed.

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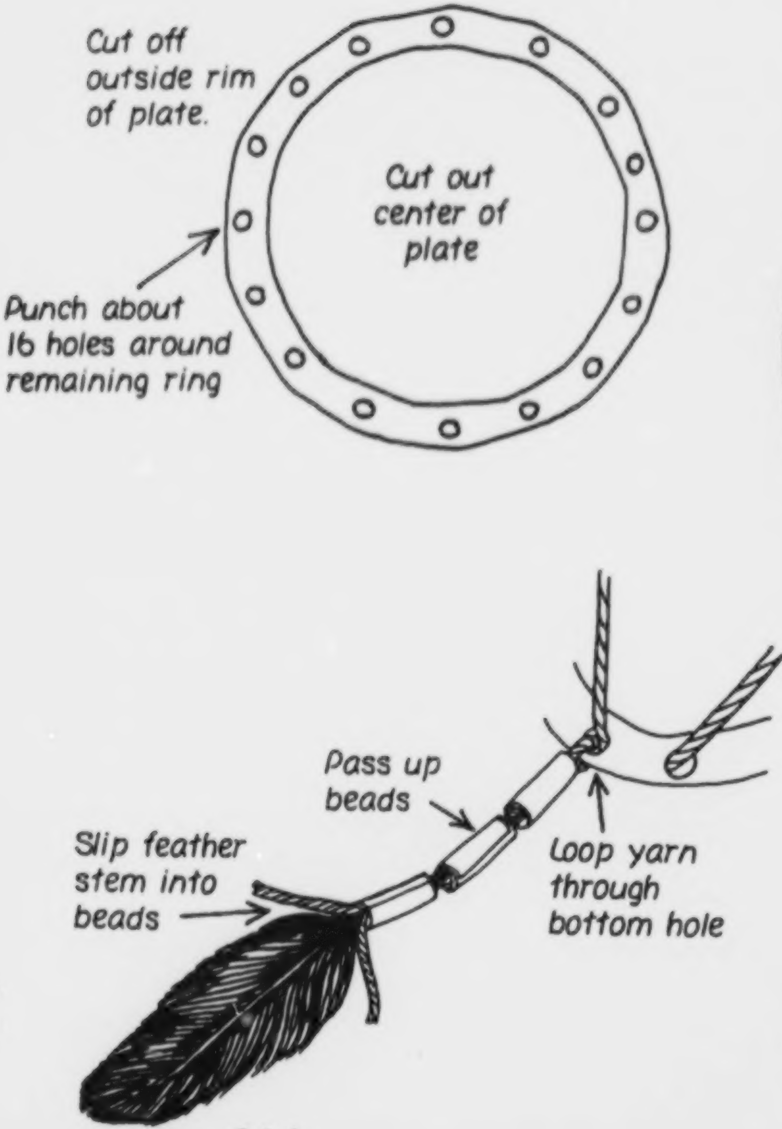
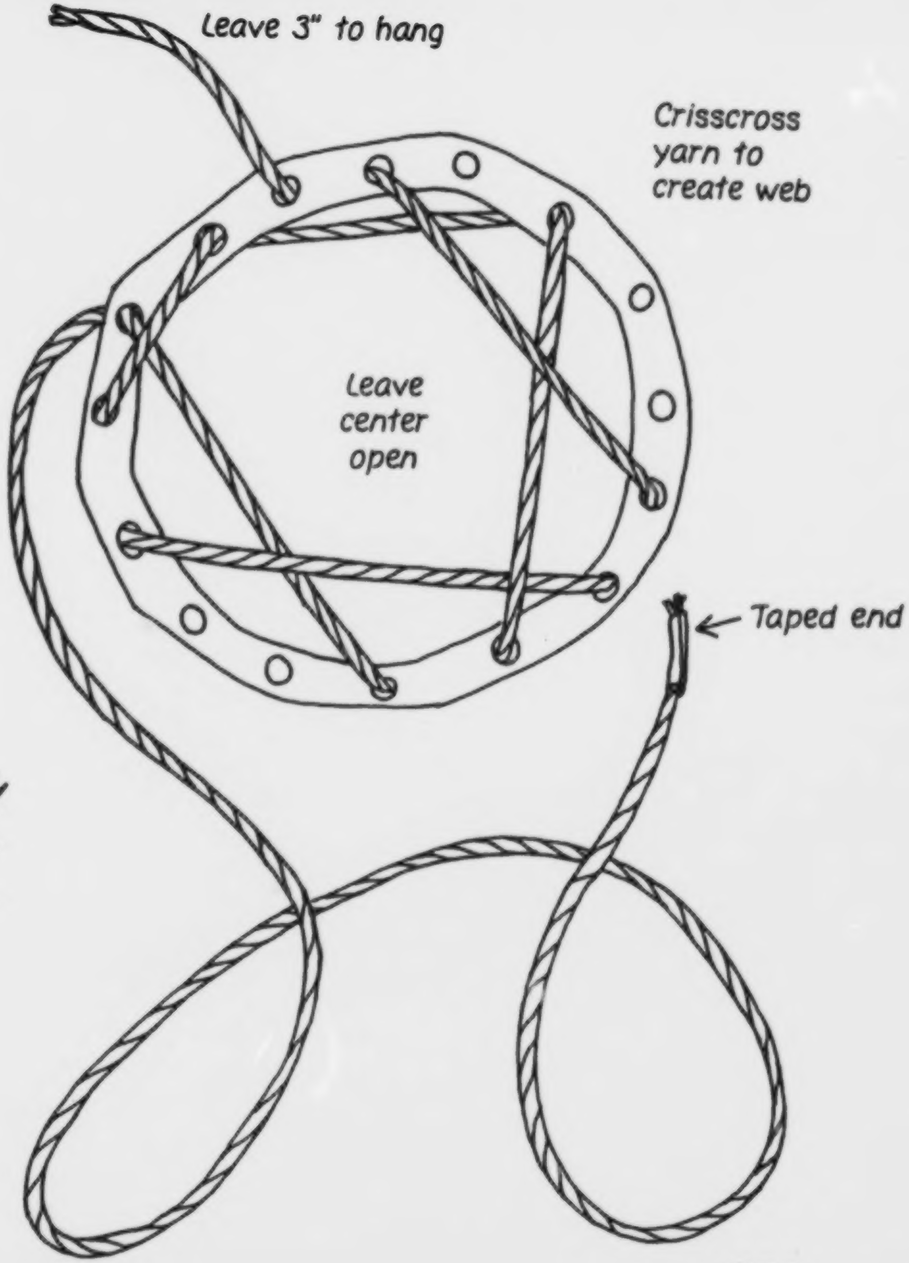

Cut off outside rim of plate.
Cut out center of plate
Punch about 16 holes around remaining ring
Pass up beads
Slip feather stem into beads
Loop yarn through bottom hole

201


Leave 3" to hang
Crisscross yarn to create web
Leave center open
Taped end

202

7—3

COVERED WAGON

by Bobbie Prine, East Carroll Parish Library

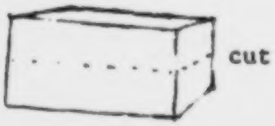
Materials

- 2 or 3 large boxes
- glue or Magic mend
- box cutter
- pencils
- scissors
- black marker
- spray paint
- masking tape
- yard stick

Directions

Cut the largest box in half. Use one half for the bottom of the wagon. On the other half, draw and cut out the wheels and water barrel. Using another box for the top of the wagon, make light cuts with the box cutter from top to bottom about two inches apart. This will make it easy to mold the top of the covered wagon. Make certain it is both tall and wide enough for a child to walk through. Spray paint wheels, water barrel, top, and bottom of wagon. Let dry. Glue and use masking tape to hold these boxes and pieces in place. Remember to place the wheels on the sides of the wagon so that the bottom of the box is on the floor.

1



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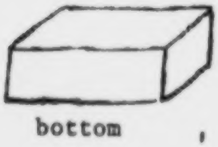

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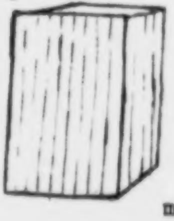

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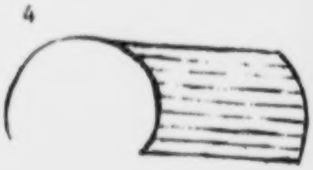
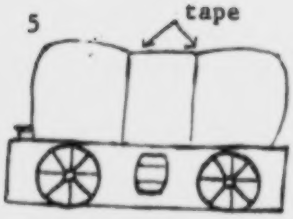


make light cuts to mold top

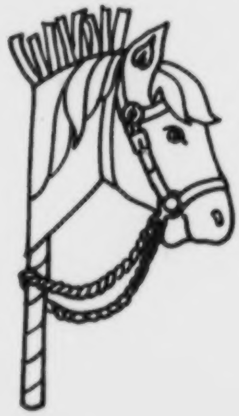
5



COWBOY'S BEST FRIEND

The cowboy and his horse were a team. Their working day was often 15 hours long! Without horses, it would have been impossible to round up and drive the thousands of cattle over the plains. The first American breed of horse was a cross between the Spanish and English horse. It was known as a quarter horse. It was the perfect cow pony because it was strong, fast, and agile. Kids will enjoy creating their own "stick" cow ponies to ride in the classroom. You'll need tape, newspaper, brown or black construction paper, scissors, glue, stapler, black marker, pencil, string or yarn, and a pattern (p. 34) for each student. First make the stick by tightly rolling several sheets of double-page newspaper on the diagonal. Tape to hold.

1. Tape the pony pattern to a sunny window and trace it to create a reverse pattern. Make a copy of each for every student (on gray or brown paper). Cut out.
2. Glue pony heads to opposite sides of pole.
3. Cut a piece of brown or black construction paper in half. Cut a fringe and curl ends with a pencil. Glue the fringe to the top edge of pony head.
4. Staple the ends of a long piece of yarn to each side of pony head for reins.



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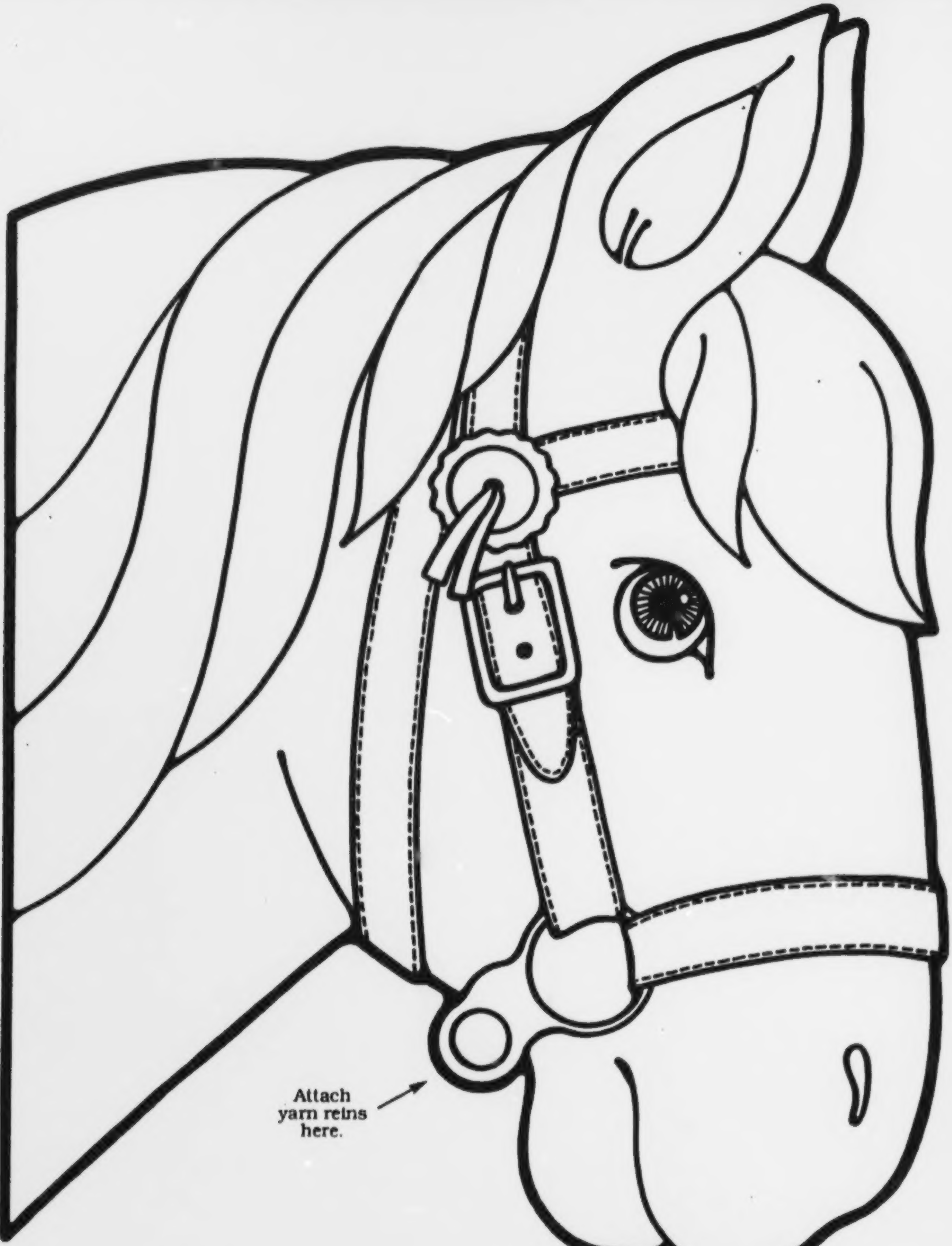
Attach yarn reins here.

DELICIOUS DWELLING

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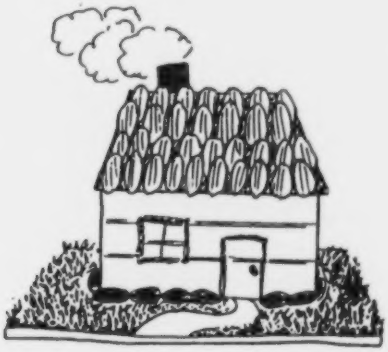
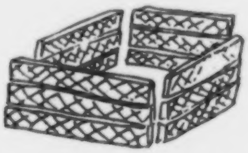
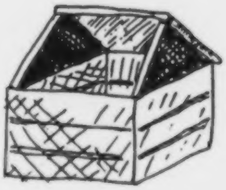
Materials:
Peanut butter sugar wafers, 12 per house
Graham crackers, 3 per house
Royal icing (recipe follows
Assorted candy, nuts and fruits
Shredded wheat cereal, 1 large piece
Sturdy cardboard, about 8" square

- Make four walls for the house from three peanut butter wafers placed horizontally. Hold them together with some icing piped along the edges. Join the four walls at the corners with more icing.
- Cut a graham cracker in half diagonally for the gables. Pipe some icing along two ends of the house; attach the gables. Pipe icing along the gables and place two double graham crackers on them to form a peaked roof. Place the house on the cardboard and set aside to dry.
- Decorate the house and yard. The house here has a shingled roof made from whole almonds stuck on with just a little bit of icing. The door and windows are made from strips of dried apricot "glued" in place with icing. Raisins are used for the door handle and to line the path up to the front door. The grass is shredded wheat sprinkled over some piped icing that has been spread about with a knife. Decorate your house in any way you like.

The following recipe for **Royal Icing** makes about 2 cups, which is plenty for decorating 3 or 4 houses. Combine 1½ cups sifted powdered sugar, 1 egg white, a pinch of salt, and 1 teaspoon lemon juice in a medium-size bowl. Beat with an electric mixer for at least 5 minutes, until the mixture is fluffy and stands in peaks when you lift out the beaters. Add more lemon juice if it seems too thick, more powdered sugar it it's too runny. The easiest way to decorate with royal icing is to pipe it out of a decorating bag.

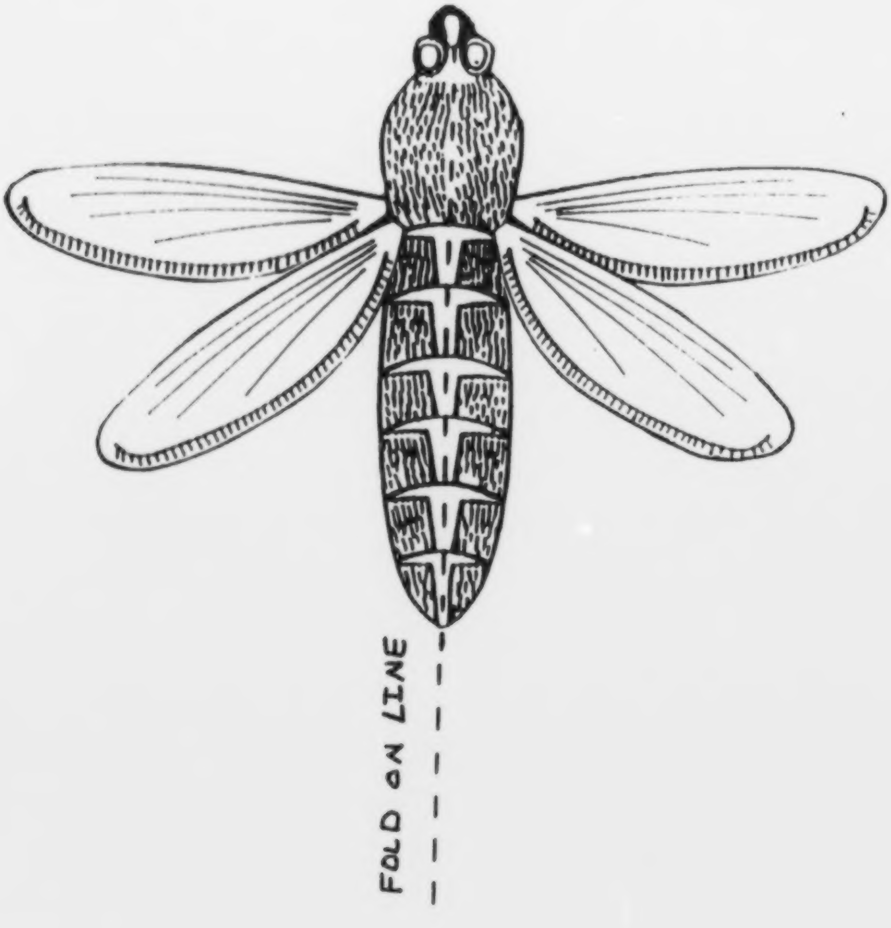


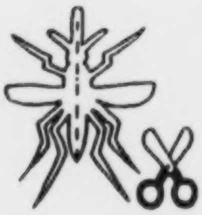


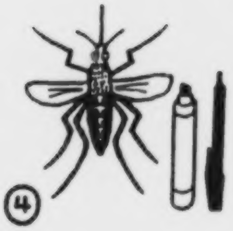


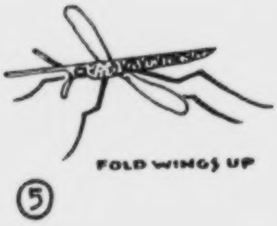
DRAGONFLY

Adapted by Ann Davis, St. Bernard Parish Library, from *Bats, Butterflies and Bugs* by S. Adams Sullivan. Boston: Little, 1990. ISBN


FOLD ON LINE






⑤
FOLD WINGS UP

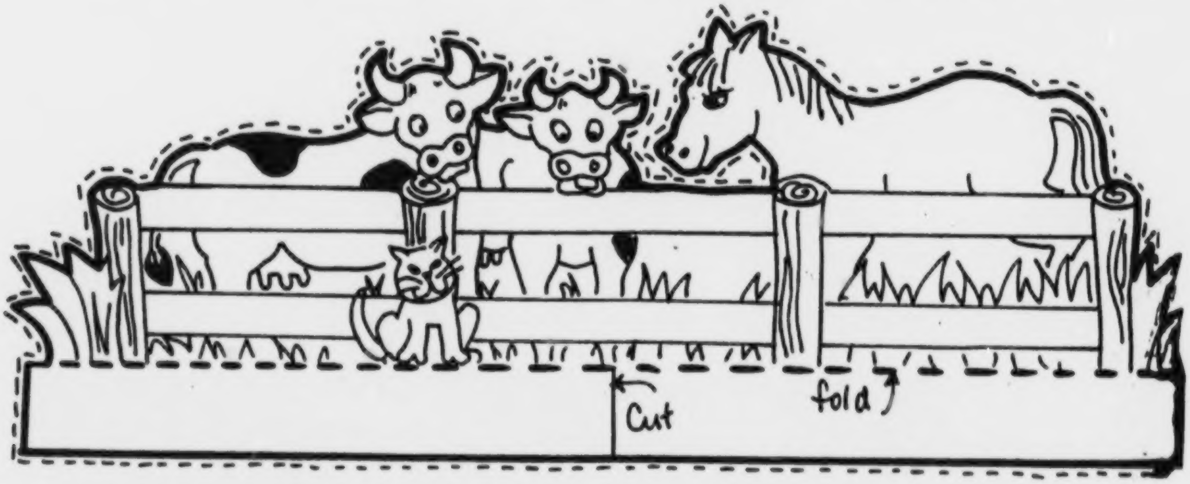
FARM SKYLINE

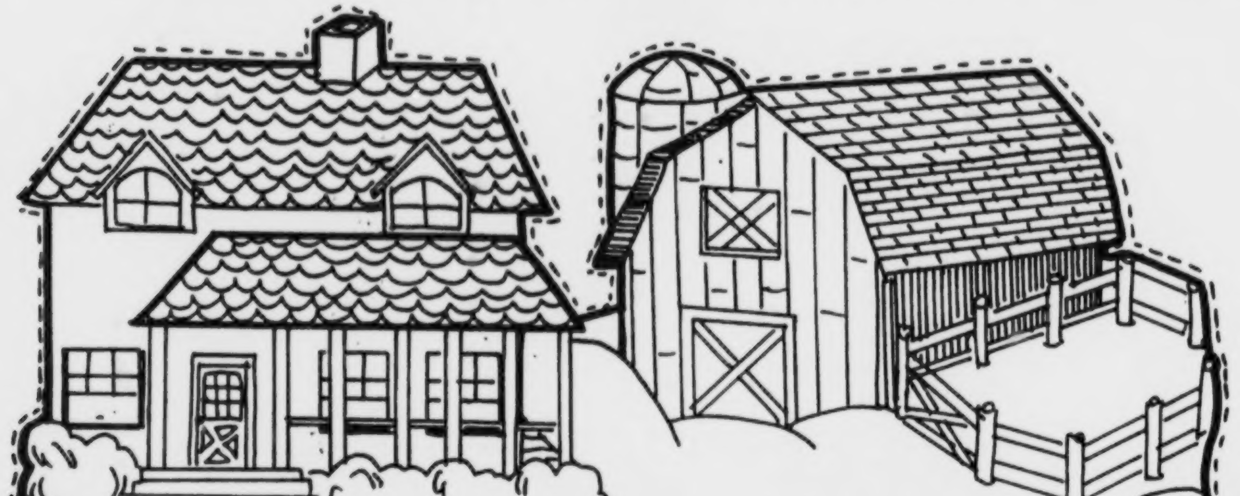
Materials:

a 9" x 12" sheet of tagboard	felt-tipped markers or crayons
construction paper or tagboard	glue
scissors	reference materials
pencils	copies of the patterns

Directions:
Sketch farm parts on the tagboard or construction paper and color. Cut out and fold the bottom pieces. Glue to the tagboard base. Draw and color other farm details. Fold everything down so that it pops up when opened.

From: Lynn Molyneaux. *Up the Social Studies Ladder*. Canandaigua, NY: Trellis Books, 1988.





INDIAN SAND PAINTING

Use two or more colors of sand or salt that has been colored with food coloring. Draw a picture onto a piece of heavy weight paper. Paint white glue onto each part of the picture that you want one color. Sprinkle sand onto these areas with glue. Let the glue dry, then gently shake off excess sand. Repeat for each additional color.

Detailed instructions for making Indian Sand Paintings using Tempera paint (including ideas for designs) can be found in Kristina Preslan's *Group Crafts for Teachers and Librarians on Limited Budgets* (pp. 74-75).

LEPRECHAUN'S GOLD

Materials: A coffee can; one die; gold foil or yellow construction paper; black construction paper; pair of scissors; tape.

Preparation: Tape black construction paper around a coffee can to make a "pot of gold." Make "gold pieces" by crumpling small squares of gold foil into balls or by cutting circles out of yellow construction paper. Put the foil balls or yellow circles into the coffee can.

Game: Choose one child to be the Leprechaun and have him or her sit in a chair, holding the "pot of gold." Let each child in turn walk up to the Leprechaun and ask, "Leprechaun, will you give me some gold?" Have the Leprechaun reply, "Yes, I will when a number I'm told." Have the child roll the die and name the number that come up on it. Then have the Leprechaun give the child that number of "gold pieces." Continue the game until everyone has had a turn. Then choose one of the children who rolled a high number to be the next Leprechaun.

Written by Jean Warren. Taken from *Short-Short Stories*. Used with permission of Warren Publishing House, Inc.

"LIVING" LEPRECHAUNS

Materials: Styrofoam cups; dirt or potting soil; alfalfa seeds; green construction paper; cotton balls; pair of scissors; glue; water.

Preparation: Cut eye and mouth shapes out of green construction paper.

Activity: Have children make leprechaun faces on the sides of their Styrofoam cups by gluing on precut facial features and cotton ball "beards." When the glue has dried, let the children fill their cups with dirt or potting soil and sprinkle on alfalfa seeds and water. Place the leprechaun cups in a sunny spot and have the children water them each day. Alfalfa seeds sprout quickly, and it won't be long before each leprechaun has a head of green "hair."

Written by Jean Warren. Taken from *Short-Short Stories*. Used with permission of Warren Publishing House, Inc.

MAGIC POWER SHIELD

Reprinted with permission from, **The Kids' Multicultural Art Book** by Alexandra Terzian © 1993, Williamson Publishing Company, Charlotte, VT 05445, (800) 234-8791.

1. Punch holes around the paper circle's edge about 1" apart.
2. Use markers to decorate the paper shield with Native American designs.
3. Tape one end of the yarn, and poke it into the top hole and pull through. Leave about 3" at the end for the loop later.
4. Go in and out of the holes, bringing the taped end of the yarn back to the top hole. Tie this to the other end.
5. Cut a piece of yarn about 8" long. Loop it through the bottom hole and even the ends.
6. Pass 3 or 4 beads up the yarn and slip a feather into the beads as shown. Knot both ends of the yarn to keep te feather secure. Add more feathers around the circle the same way. Hang on the wall.

◆ MATERIALS ◆

Poster board circle, 6" or 7"

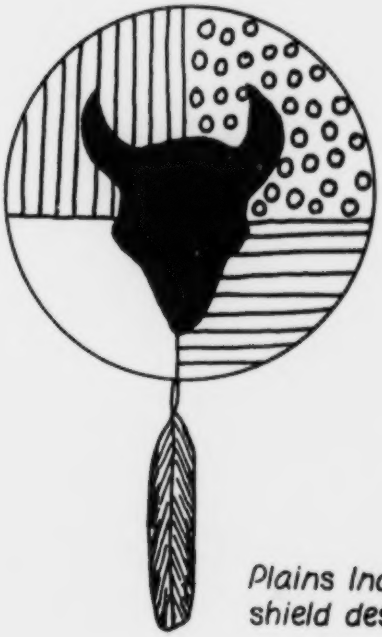
Yarn or string, 2 pieces, 16" and 8" long

Beads, 3 or 4, and feather

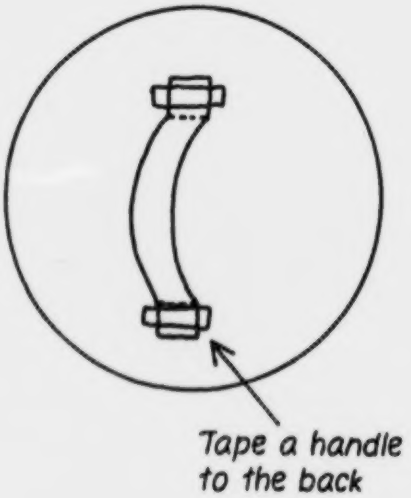
Markers, hole punch

☆ **Art Options!** ☆

Make a handle on the back of the paper shield by cutting a strip of poster board (6" x 1") and folding the ends up. Tape these flaps to the back of the shield.

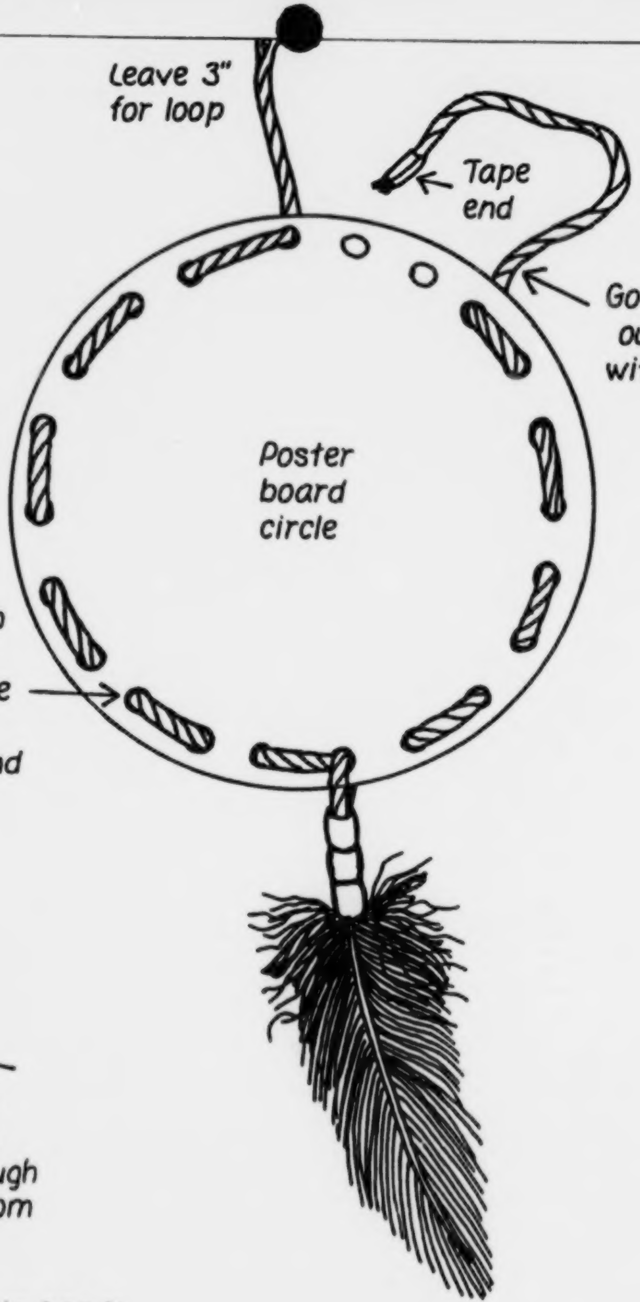


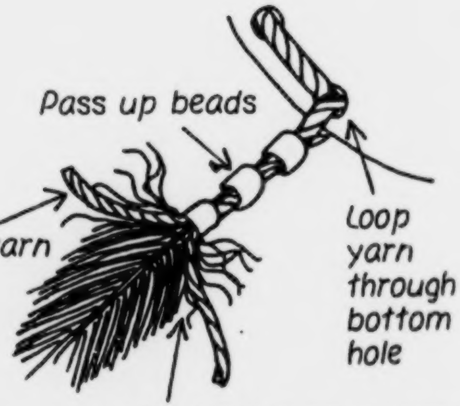
Plains Indian shield design

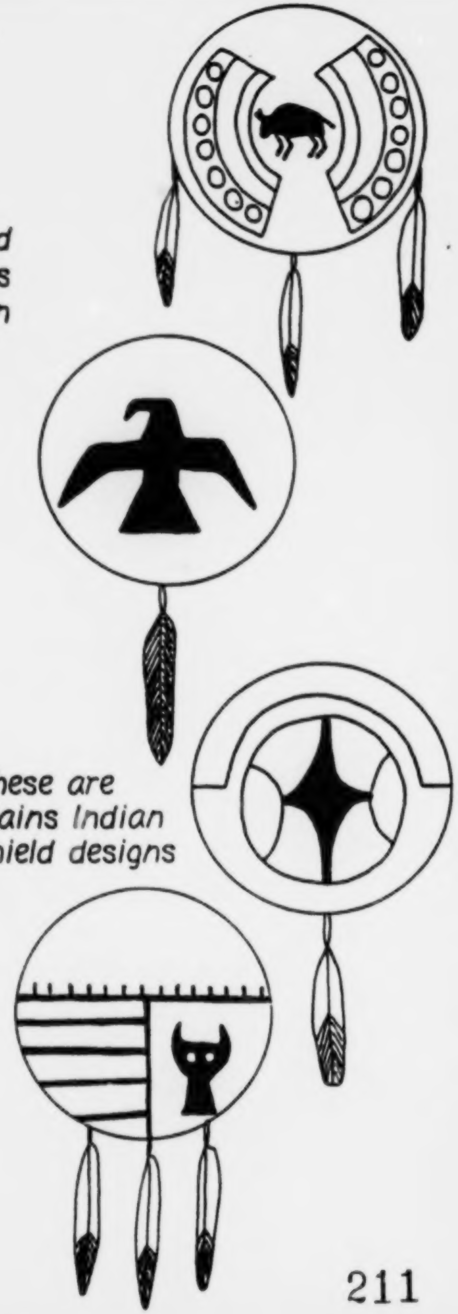


✱ Cultural Clues ✱

The bravest warrior was not one who used a weapon on the enemy, but the one who could ride up and touch the enemy with his bare hand. This was called a *coup* (koo) and was the highest act of bravery.


Leave 3" for loop
Tape end
Go in and out holes with yarn
Poster board circle
Punch holes all the way around


Pass up beads
Knot yarn ends
Loop yarn through bottom hole
Slip feather stem into beads


These are Plains Indian shield designs

POTATO HEADS

Have the children decorate potato heads, using the plastic game pieces. Or, use real potatoes for the base and other pieces from a selection of vegetables such as green or black olives, carrots, broccoli, parsley, and so on. Attach these with toothpicks

SHOEBOX COVERED WAGON

Use a shoebox for the base of the wagon and color, paint or cover the outside with construction paper. Cut four wheels from cardboard, draw on spokes, and glue two wheels on each side of the wagon. Use strips of cardboard or pipe cleaners for the bows that form the covered part of the wagon and glue or tape down to the inside of the box. Cover the bows with tissue paper or cloth and glue down.

SINGING BUTTON

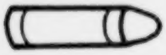
Thread approximately a yard of string or heavy thread through the holes of a large two-hole button (1" in diameter or more). Knot the ends of the string together. Put the button in the middle of the loop, and your index fingers through the loops at either end. Wind up, or swing the button in a circular motion to twist the loops. Alternately pull twisted loops taut and relax to make button twirl.

SNAKE

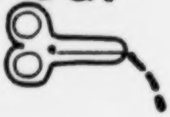
From *How to Make Three-Dimensional Animals* by Joy Evans and Jo Ellen Moore. Copyright 1986. Published by Evan-Moor, (800) 777-4362.

Read *The Day Jimmy's Boa Ate The Wash* by Trinka Hokes Nobel, 1980 Dial.
"Let's play a game. Try to finish this sentence with a /s/ word. Silly snakes can ________ ."
(sing, slither, sneeze . . .).

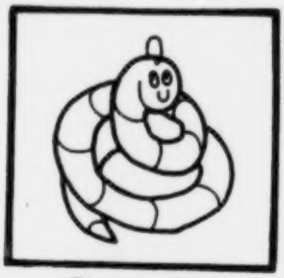
1 Color



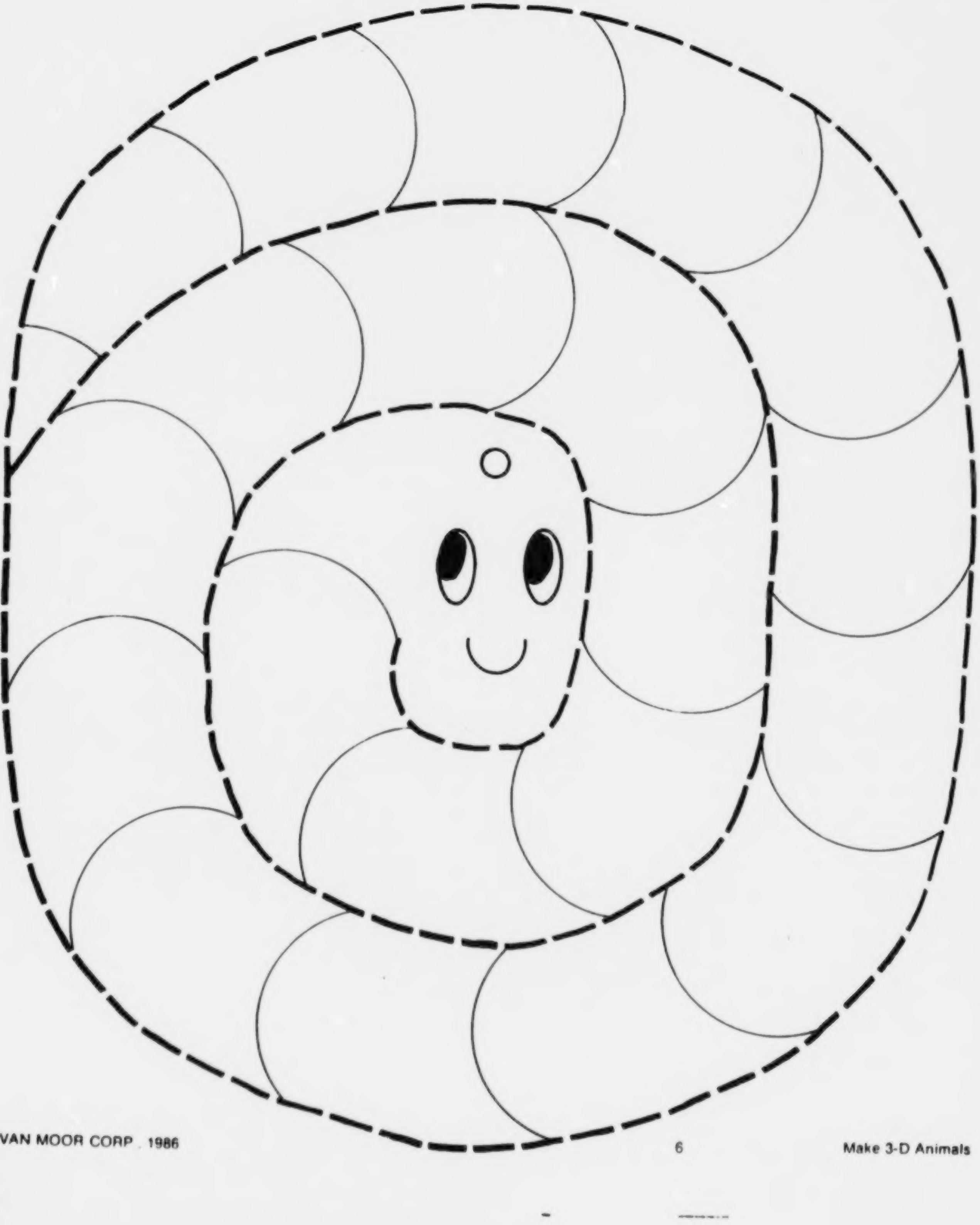
2 Cut



3 Hang



Snake



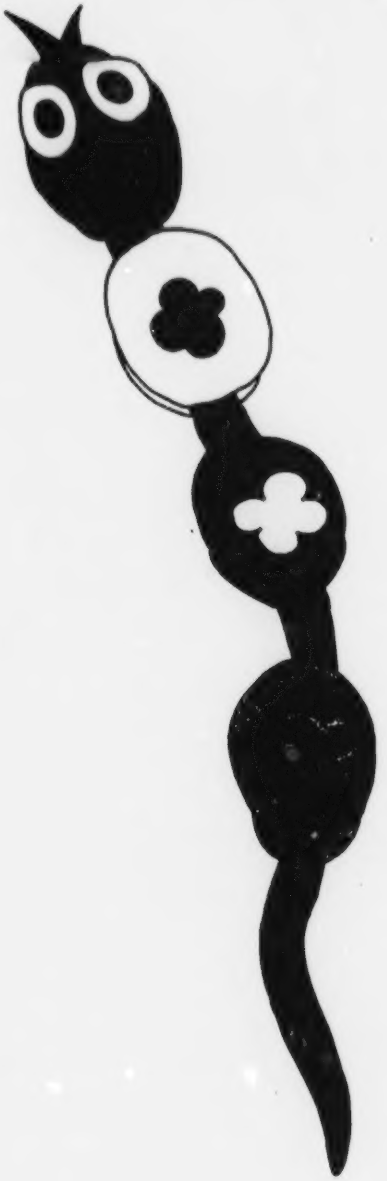
©EVAN MOOR CORP . 1986

SNAKE BOOKMARK

You will need:
- bright-colored pieces of felt
- scissors
- white glue

Here's what you do:

1. Cut 1 long strip of felt pointed at one end and shaped like a "Y" on the other end.
2. Cut 8 ovals of felt—each about 1 inch wide." Trace your first one to make the others exactly the same size.)
3. To make the head, glue 2 ovals together with the long strip between them, letting the "Y" shape stick out for a tongue. Glue on 2 small circles for eyes.
4. Glue the other ovals together the same way: 2 at a time with the strip between them to make the body. Leave the pointed end sticking out for a tail.
5. If you want to you can decorate the body ovals with felt flower shapes or dots.



From DO A ZOOMDO by Zoom. Copyright © 1975 by WGBH Educational Foundation. By permission of Little, Brown and Company.

SOCK HORSE

Materials: an old sock, an old glove, some buttons for eyes, a broomstick (approximately 36 inches), strips of leather, shoestrings or ribbon, fabric paint.

Directions: Stuff a sock and push a broomstick up into the stuffing. Tie the sock onto the broomstick, then use a tack to hold in place. Cut two fingers from an old glove, stuff, and sew on the sock for the ears. Sew on two buttons for the eyes. Sew strips of leather, shoestrings or ribbon for the bridle and reins. Use fabric paint for nostrils and mouth.

STICK HORSE

From *Nursery Rhyme Crafts* by Susan True. Reprinted by permission of the publisher, Monday Morning Books, Inc., P.O. Box 1680, Palo Alto, CA 94302.

You Will Need:

clean white socks or small paper bags
dowels or sticks approximately 1"x30"
cotton, clean nylons, or newspaper
non-toxic felt-tip markers
heavy yarn
fabric or felt scraps
glue

Here's What To Do:

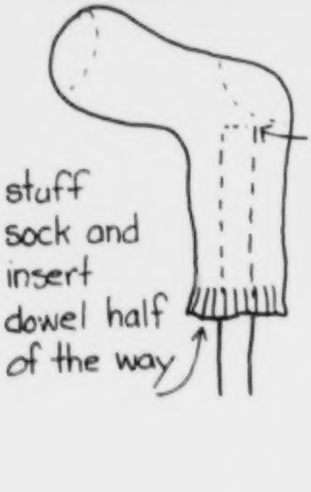
1. Ask the children to stuff a sock or bag with cotton or other stuffing material and insert the dowel about halfway in.

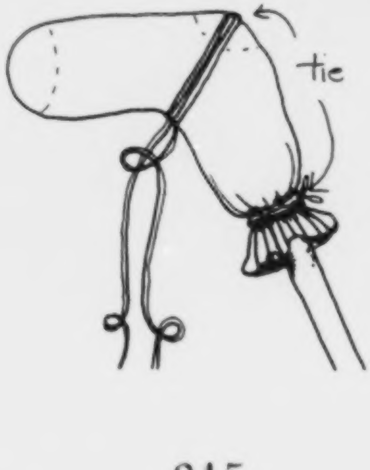
2. Have them use a length of yarn to tie shut the end of the sock or bag, securing it to the dowel.

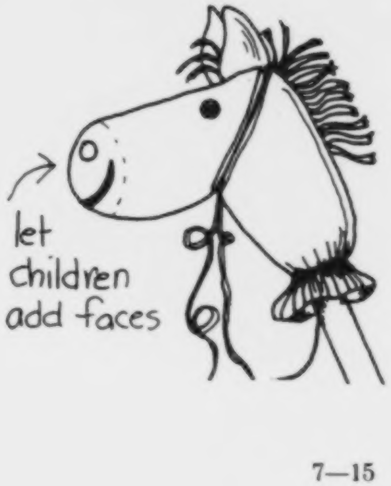
3. Have the children tie another length of yarn around the stuffed sock or bag an inch or two below the top of the dowel. Then have them loop the center of a five-foot piece of yarn several times around the sock or bag at this tying point, leaving two two-foot lengths of yarn. These ends should be tied together to form a loop rein.

4. The children can glue on pieces of felt or fabric for the ears and mane.

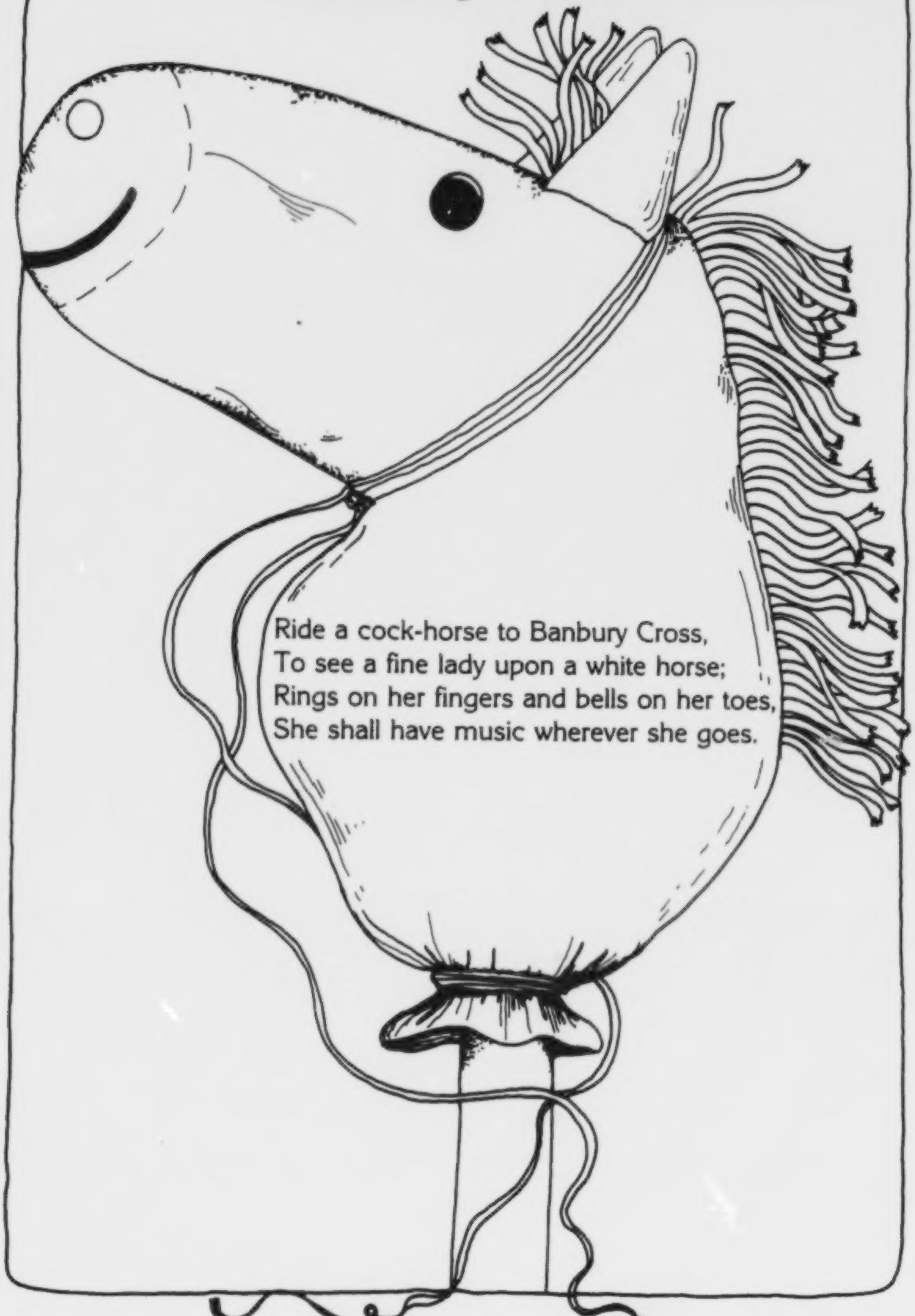
5. Finally, let the children draw faces on the sock or bag with the markers.







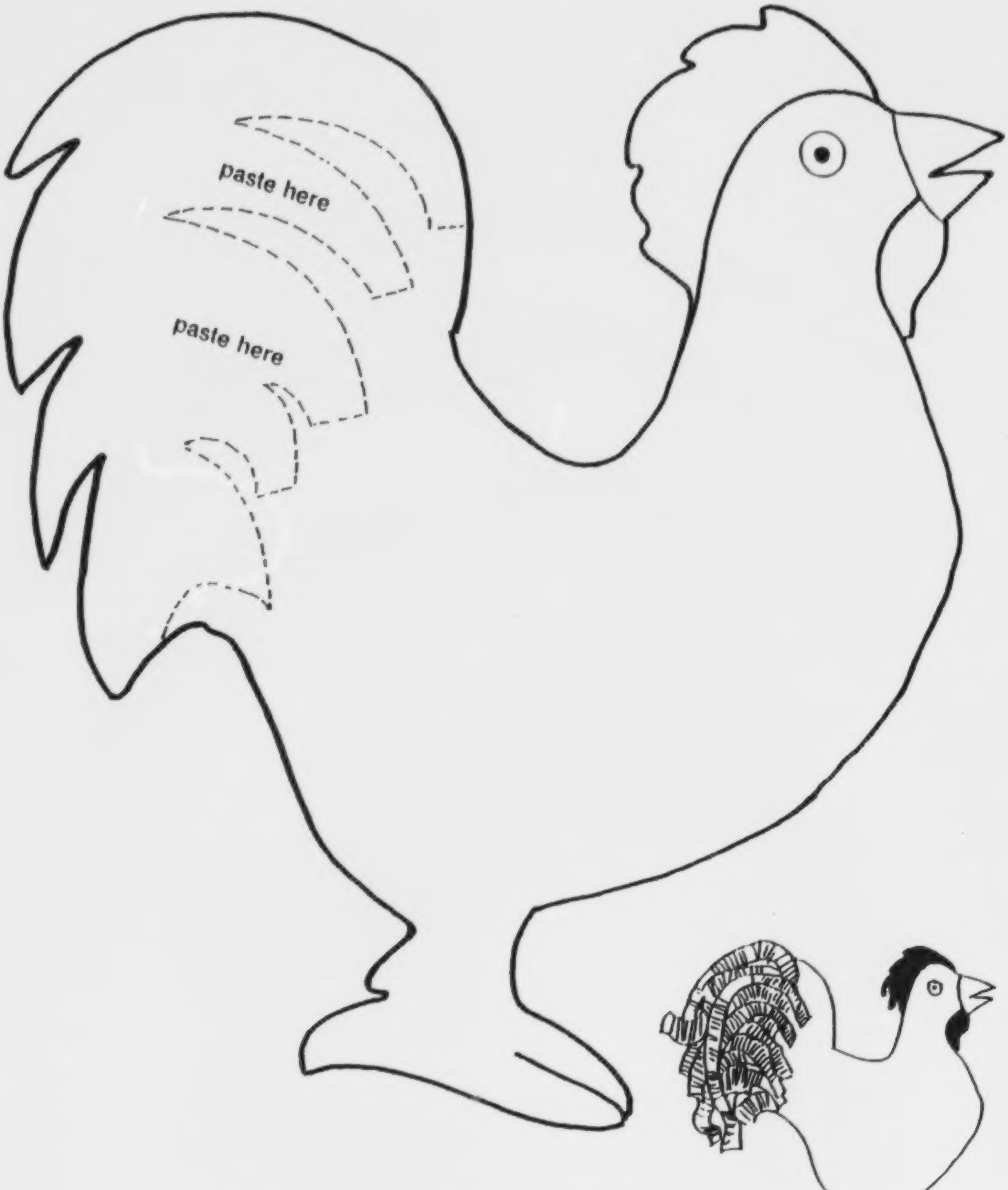
Banbury Cross



Ride a cock-horse to Banbury Cross,
To see a fine lady upon a white horse;
Rings on her fingers and bells on her toes,
She shall have music wherever she goes.

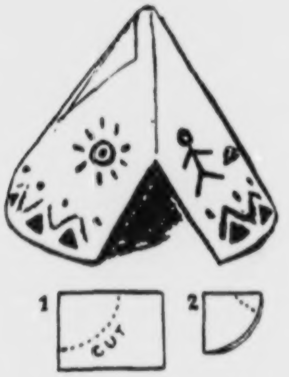
STRING TAIL ROOSTER

Cut out different lengths of yarn, newspaper, or crepe paper and have children paste to make rooster tail.


paste here
paste here

TEEPEE

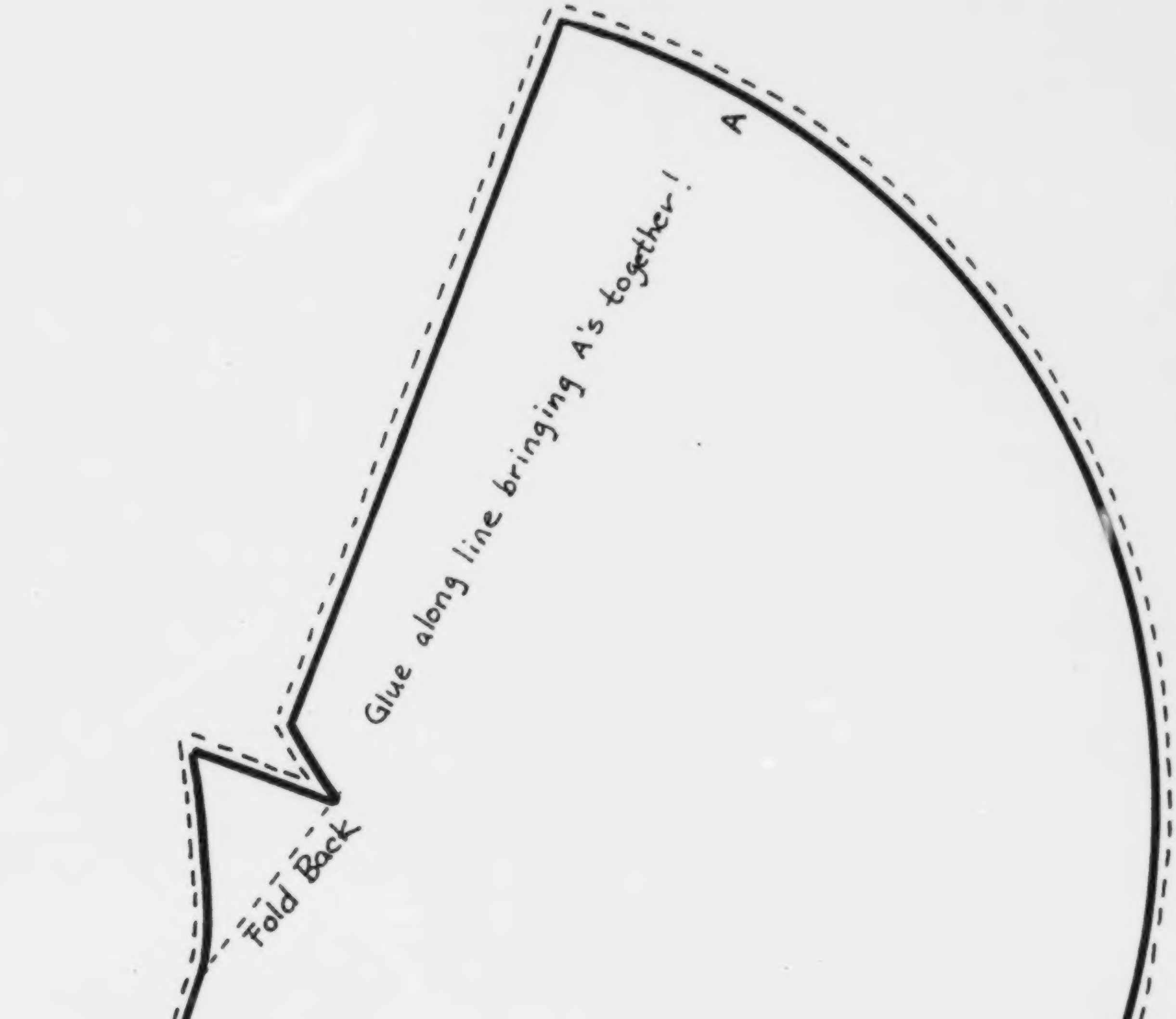
Trace around a saucer on the corner of an envelope, then cut out. Make an entrance by cutting off a corner and then decorate. Open at the rounded cut edge and stand up.



TEEPEE

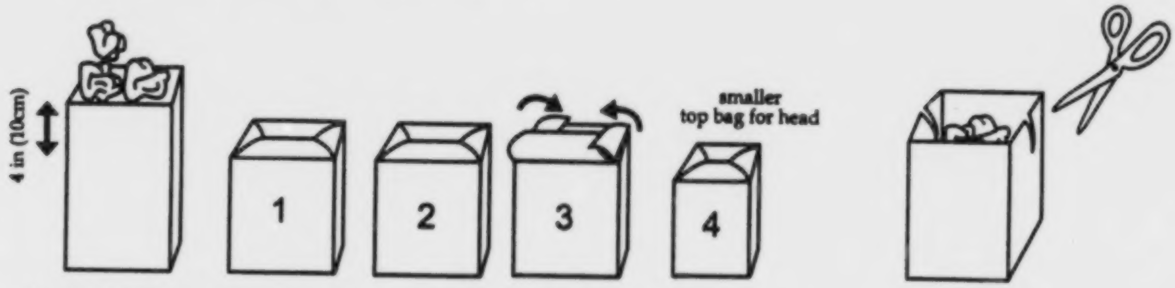
(Pattern and directions on next page.)

From *Up the Social Studies Ladder* by Lynn Molyneaux. Copyright 1988, Trellis Books.

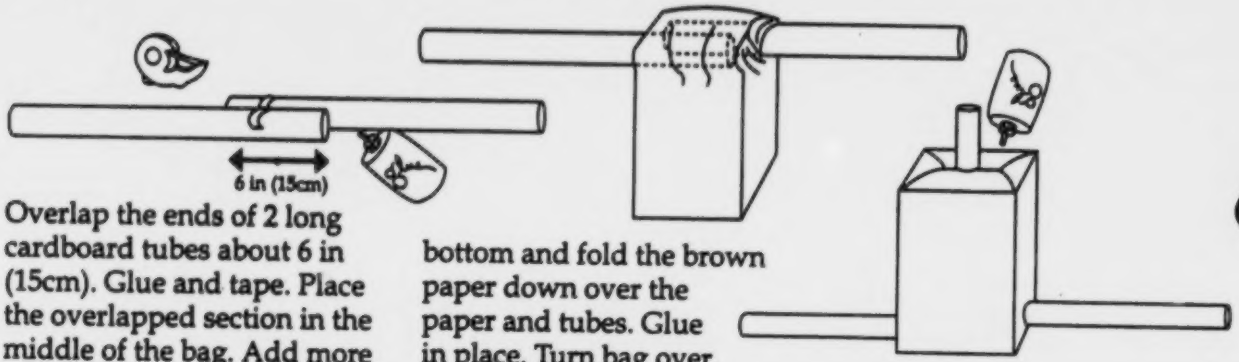

A
Glue along line bringing A's together!
Fold Back
Cut, fold back and glue on X's!
X
X
A

TOTEM POLE

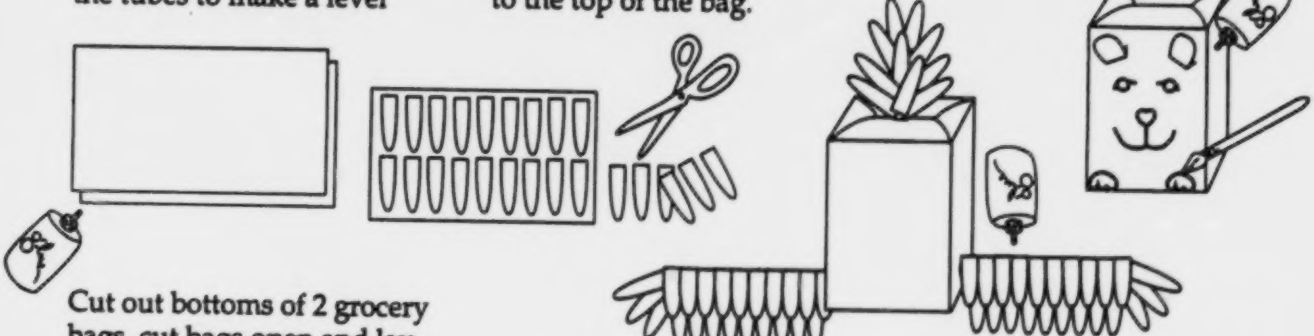
From *Fun with Paper Bags and Cardboard Tubes* by F. Virginia Walter. Copyright © 1992. Used by permission of Sterling Publishing Co., Inc.



Stuff 3 brown paper grocery bags with crumpled newspaper, pressing it in tightly. Leave 4 in (10cm) unstuffed at the top of the bag. Fold the brown paper over and glue the opening shut. Tape. Stuff another grocery bag 3/4 full with crumpled newspaper. Make cuts in the sides of the bag down to the newspapers, as shown.



Overlap the ends of 2 long cardboard tubes about 6 in (15cm). Glue and tape. Place the overlapped section in the middle of the bag. Add more crumpled newspaper around the tubes to make a level bottom and fold the brown paper down over the paper and tubes. Glue in place. Turn bag over. Glue a toilet tissue tube to the top of the bag.



Cut out bottoms of 2 grocery bags, cut bags open and lay flat. Spread glue over one sheet and smooth the other sheet over it. From this paper cut out feather shapes, and glue these to the cardboard tube on the top, and on the tube wings, as shown. Paint to resemble a parrot (see photo) and shellac. Paint animal faces on other 3 bags. Cut out ears from the double layered bag for the animal head bags and glue, as shown. Shellac. Stack one on top of the other and glue together.

TOTEM POLE

Materials

clean, empty cans, or spools, or paper towel rolls
masking tape or colorful plastic tape
construction paper
paints and brushes
buttons, bottle caps, gold stars, rings, tacks and pins, tongue depressors or popsicle sticks, corks, macaroni, washers, felt, and so on
scissors
glue

Decorate cans, spools, or paper towel rolls with paint or construction paper. Once they are covered, arrange on top of one another and fasten together with tape or glue. Decorate the faces with paint or markers, then add ears, noses or wings. Here the children can let their imaginations run wild.

TURQUOISE AND SILVER BRACELETS

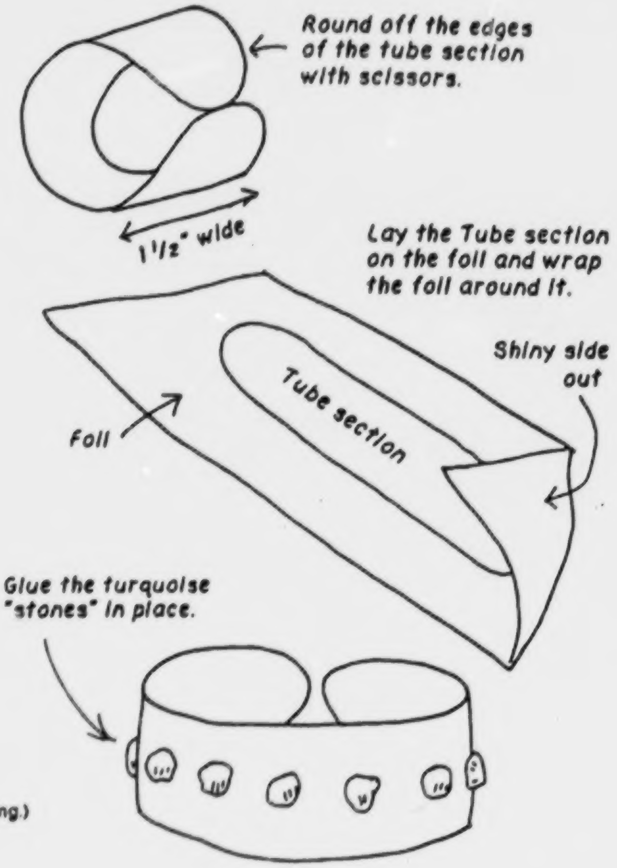
Reprinted with permission from **Kids Learn America** by Patricia Gordon & Reed C. Snow © 1992, Williamson Publishing Company, Charlotte, VT 05445, (800) 234-8791.

Nevada is known for its beautiful turquoise and silver. Here's how to make a bracelet of your own.

Here's what you need: Aluminum foil, empty toilet tissue tube, small seashell macaroni, blue food coloring, white glue, scissors.

Here's what you do:

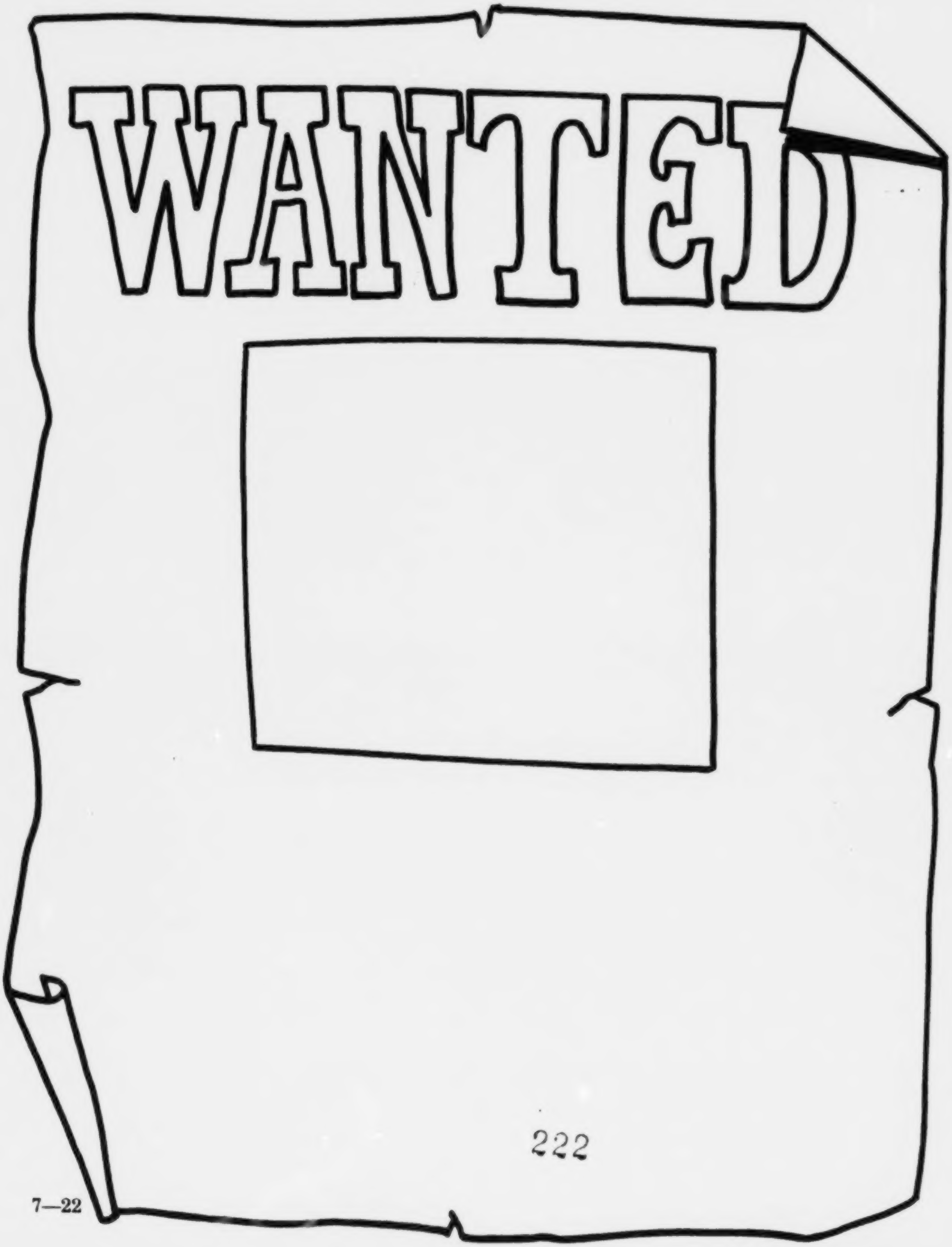
1. Cut the toilet tissue tube down one side. Cut out a section about $1^1/_2$" wide. Round off the edges to make a wide bracelet.
2. Cover it with a strip of aluminum foil, smoothing the edges on the inside of the bracelet.
3. Now, fill a cup with $^1/_2$ cup water and several drops of blue food coloring. Drop in the macaroni shells and let set for about 10 minutes, until a bright blue. Remove and let dry.
4. When dry, glue turquoise "stones" onto the bracelet.


Round off the edges of the tube section with scissors.
1½" wide
Lay the Tube section on the foil and wrap the foil around it.
Shiny side out
Foil
Tube section
Glue the turquoise "stones" in place.

(From *Kids Create!* by Laurie Carlson, Williamson Publishing.)

WANTED POSTER

From: *The Good Apple Book of Reproducible Patterns* by Nancee McClure © 1991 Good Apple



WESTWARD HO!

Westward Ho! Be a pioneer for the day and make an authentic-looking covered wagon, since St. Louis was a starting point for may of the pioneers heading West. You might want to make some miniature "goods" for your trek.

Here's what you need:

a small rectangular box or a shoe box for a larger wagon
bendable wire or pipe cleaners
piece of cloth
heavy paper
cardboard for wheels
felt pens, crayons, paints

Here's what you do:

1. Color, paint, or cover the outside of the box with construction paper.

2. Bend 5 pipe cleaners or wires from one side of the box to the other to make the bows. Tape in place inside the box.

3. Cover the bows with cloth and then cut to the shape, tucking extra material down inside the bed (box) of the wagon.

4. Cut cardboard wheels and draw in spokes with pens or crayons. Glue two on each side of the wagon bed. If you want the wheels to turn, attach with a pin or piece of wire that you bend over inside the box. Now what will you decide to put inside the wagon?

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Fingerplays

ALICE THE COW

Children are sitting

Moo, moo	"Well, now," said Alice the Cow.
Grab "hay"	Helping herself to some hay from the mow;
Put "hay" into mouth	"I'll just have a little, a little to munch,
Munch and munch	In case Farmer Brown should forget to serve lunch.

Reprinted with permission from *Move Over Mother Goose!*, 1987, Gryphon House, Inc., Box 207, Beltsville MD 20704: p. 15.

ANIMAL SOUNDS

(Actions to suit words)

Can you croak like a frog?
Can you quack like a duck?
Can you bark like a dog?
Can you crow like a rooster?
Can you moo like a cow?
Can you meow like a cat?
And be still like a good child,
As still as this?

(Adapted by Ann Davis, St. Bernard Parish Library, from the fingerplay "Animals" from *Ring A Ring O' Roses*)

BY THE CAMPFIRE
by Dick Wilmes

We sat around the campfire
On a chilly night,
Telling spooky stories
In the pale moonlight.

Then we added some more logs
To make the fire bright,
And sang some favorite camp songs
Together with all our might.

And when the fire flickered
And embers began to form
We snuggled in our sleeping bags
All cozy, tired, and warm.

Taken from ***Everyday Circle Times***, Liz and Dick Wilmes. Published by ***Building Blocks*** — Elgin, Illinois 60123.

COME, PET MY PONY

Children stand in a circle	
Move around in a circle while galloping like horses	Come, pet my pony. Pepita's her name. You'll love her soft nose,
Shake head	And her long, shaggy mane.
Stop moving and stretch hand out tentatively (palm up)	She'll nibble the palm Of your hand in a minute, If only you hold
Stretch hand out all the way	Something sugary in it!
Gallop in a circle again	And, yes, you can ride her,
Hold "reins"	But DO hold on tight. I don't think she'll buck,
Stop suddenly and jump	But you can't tell—she MIGHT!

Reprinted with permission from *Move Over Mother Goose!*, 1987, Gryphon House, Inc., Box 207, Beltsville MD 20704: p. 17.

A COWBOY

A cowboy wears a western hat,
And rides a frisky horse,
He carries a rope called a lariat,
He's a real straight shooter, of course.

Reprinted with permission from *Finger Frolics*, 1976, Gryphon House, Inc., Box 207, Beltsville MD 20704: p.43.

COWBOYS

St. Bernard Parish Library Staff

The Cowboys lived out on the prairie.
These animals made their lives scary.

They spend their day upon a horse.
They use their reins to keep on course.

They sit high up in the saddle,
to keep an eye on the roaming cattle.

They see the buffalo, all shaggy and fat,
who has two sharp horns in place of a hat.

The dog with his feet so fast,
makes keeping up a very hard task.

The wiggly snake upon the ground
crawls along without a sound.

THE COWS

Here is the barn so big, don't you see?	[Make large circle with finger tips together.]
In walk the cows, one two three.	[Push the first finger of the right hand in through the spread fingers.]
Soon there'll be mild for you and me.	[Point to group, and then yourself.]

Fingerplays reprinted from "Ring a Ring o' Roses," published by the Flint Public Library, 1026 E. Kearsley St., Flint, MI 48502, (810) 232-7111.

CREEPING INDIANS

The Indians are creeping	Creep fingers along forearm.
Shh . . . . Shh . . . . Shh	Raise fingers to lips.
The Indians are creeping,	Creep fingers along forearm.
Shh . . . . Shh . . . . Shh	Raise fingers to lips.
They do not make a sound	
As their feet touch the ground.	
The Indians are creeping	Creep fingers along forearm.
Shh . . . . Shh . . . . Shh	Raise fingers to lips.

Fingerplays reprinted from "Ring a Ring o' Roses," published by the Flint Public Library, 1026 E. Kearsley St., Flint, MI 48502, (810) 232-7111.

THE FARM

The cows on the farm go, moo-oo, moo-oo.
The rooster cries, Cock-a-doodle-doo.
The big brown horse goes, neigh, neigh.
The little lamb says "baa" when he wants to play.
The little chick goes, peep, peep, peep.
The cat says "meow" when she's not asleep.
The pigs say "Oink" when they want to eat.
And we say "HELLO" when our friends we meet.

Reprinted with permission from *Finger Frolics*, 1976, Gryphon House, Inc., Box 207, Beltsville MD 20704: p.43.

FARMER AND HIS SEEDS
Tune: Farmer in the Dell

The farmer plants the seeds, The farmer plants the seeds, Hi, Ho, the dairy-o, The farmer plants the seeds.	[Children stoop and pretend to plant seeds.]
The sun comes out to shine, etc.	[Make large circle with arms.]
The rain begins to fall, etc.	[Hands flutter up and down.]
The seeds begin to grow, etc.	[Children begin to rise.]

The farmer cuts them down, etc.	[Move arms to imitate a mower.]
He binds them into sheaves, etc.	[Children group together.]
And now we'll have some bread.	[Pretend to eat.] [Repeat chorus after each activity.]

Fingerplays reprinted from "Ring a Ring o' Roses," published by the Flint Public Library, 1026 E. Kearsley St., Flint, MI 48502, (810) 232-7111.

FARMER PLOWS THE GROUND

Tune: Here We Go 'Round the Mulberry Bush

First the farmer plows the ground, Plows the ground, plows the ground. First the farmer plows the ground,	[Guide plow down the rows.]
Then he plants the seeds.	[Plant seeds.]
This is the way he plants the seeds, . . . So that they will grow.	[Children in a crouched position.]
The rain and sun will help them grow, . . . Right up through the ground.	[Children begin to rise.]
Now the farmer picks the beans, . . . And we have food to eat.	[Leader pretends to pick children.] [Other foods could be substituted.]

Fingerplays reprinted from "Ring a Ring o' Roses," published by the Flint Public Library, 1026 E. Kearsley St., Flint, MI 48502, (810) 232-7111.

THE FARMYARD

In the farmyard at the end of the day, All the animals politely say, "Thank you for my food today."	
The cow say, "Moo."	[Point to thumb.]
The pigeon, "Coo."	[Point to index finger.]
The sheep says, "Baa."	[Point to middle finger.]
The lamb says, "Maaa."	[Point to fourth finger.]
The hen, "Cluck, cluck, cluck."	[Point to little finger.]
"Quack," says the duck. The dog, "Bow wow." The cat, "Meow." The horse, "Neigh." The pig grunts, "Oink." Then the barn is locked up tight.	[Point to the various fingers of the opposite hand for remaining animals.]
And the farmer says, "Good Night."	[Hands together against cheek.]

Fingerplays reprinted from "Ring a Ring o' Roses," published by the Flint Public Library, 1026 E. Kearsley St., Flint, MI 48502, (810) 232-7111.

FIVE LITTLE COWBOYS

by Janet Perez, St. Bernard Parish Library

Five little cowboys ridin' 'cross the prairie,
First one said, "Ridin' after dark sure is scary."
Second one said, "At least it's not so hot."
Third one said, "Listen! Was that a shot?"
Forth one said, "I'm scared" as he started to shake.
Fifth one said, "Relax, I only shot a snake!"

FIVE LITTLE PONIES

Five little ponies all dapple gray, [Hold up five fingers. Bend them down as verse progresses.]
Down in the meadow not far away.
The first one said, "Let's run, Let's run!"
The second one said, "Oh, that's no fun."
The third one said, "I'm going to neigh."
The forth one said, "I'd like some hay."
The fifth one said, "Here comes a jeep."
So the five little ponies away did leap. [Fingers leap behind back.]

Fingerplays reprinted from "Ring a Ring o' Roses," published by the Flint Public Library, 1026 E. Kearsley St., Flint, MI 48502, (810) 232-7111.

GALLOPING

I like to ride [Close fists, thumbs upward. Make large semi-circles with both hands.
On a gallopy horse.
Gillopy, gallopy,
Trot – trot – trot.
Over the hilltop, [Make up and down short motions with hands.]
Down through the land,
Leaping the fence [Large motion of jumping fence.]
To the barnyard lot.
Oh, it's rillicking - rollicking
Fun – is it not
To ride gillipy, gallopy [Galloping motion with hands.]
Trot – trot – trot.
To ride gillipy, gallopy
Trot – trot – trot.

Fingerplays reprinted from "Ring a Ring o' Roses," published by the Flint Public Library, 1026 E. Kearsley St., Flint, MI 48502, (810) 232-7111.

GOING TO BED

This little child is going to bed.
(point to self)
down on the pillow he lays his head.
(rest head on hands)

He wraps himself in covers tight,
(wrap hands across body)
And this is the way he sleeps all night.
(close eyes, nod head)

Morning comes, he opens his eyes.
(raise head, eyes wide open)
Off with a toss the covers fly.
(fling arms wide)
Soon he is up and dressed and away,
(jump up)
Ready for fun and play all day.
(clap hands, turn in circle)

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GOOD NIGHT
by Dick Wilmes

The little candle burns so bright,
It lights a corner of the night.
The flame is hot I'm sure you know.
To turn it off you simply blow.
Wh-h-h-h Good Night!

Taken from ***Everyday Circle Times***, Liz and Dick Wilmes. Published by *Building Blocks* — Elgin, Illinois 60123.

HIPPOS
by Ann Davis, St. Bernard Parish Library

Five Little Hippos, dancing on their toes.
One fell down and bumped his nose.
Mama called the Zookeeper.
The Zookeeper said,
"No more hippos dancing on their toes."

IF I WERE A HORSE

If I were a horse, I'd gallop all around. (Slap thigh, gallop in circle)
I'd shake my head and say, "Neigh, Neigh." (Shake head)
I'd prance and gallop all over town.

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IN A BARN

Children are sitting

Place hands together to form roof	In a barn
Cup left hand to form nest	On a nest
Form right hand to be hen and sit it on left-hand nest	Sat a hen
	On-the-job
	With an egg
Lift up right hand and then count eggs	(Make it TWO!)
Surprise!—open mouth and put hand over it	And an old doorknob.
Shake head "no"	Well, the knob didn't hatch,
Lift up right hand "hen" from left hand nest again	But the two eggs hid
Take away right hand "hen" and place behind back, hold out only lift-hand nest	In the nest
Place left hand nest behind back, then bring both hands back out to form roof, as above	In the barn
Stretch out arms to show large space for farm	On the farm
Nod "yes" firmly	SURE DID!

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IN A BARNYARD

Children are standing

Put hands on head with fingers extended for the "horns" of the goat	In a barnyard stood a goat
	Near the town of Terre Haute.
Rub chin	Caught his whiskers on a rail,
Rub behind	And got a splinter in his tail!

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IN A STABLE

Children stand in a circle. One child stands in the middle as the "donkey". The children in the outside circle join hands and walk around in a circle during the verse.

"Donkey" points to table and chair (real or imaginary)	In a stable stood a donkey
	With a table and a chair.
	Wonder why a donkey stable
	Has a chair and table there??
"Donkey" chooses "company" from the outer circle to sit in the chair, and that person can become the next donkey.	Said the donkey, "Well, you know
	The chair and table's not for me;
	But a donkey never knows when he'll
	Have 'people' company.

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IN THE MOUNTAINS

Children are standing	
Swing right hand onto shoulder and walk	In the mountains was a man
	With a pick and a pan,
Shade eyes with left hand	And he looked for gold
Shiver	Where the stream ran cold.
Point nearby and then far away	Well, he picked over here—and he panned over there
Hold out hands & shrug shoulders	But he didn't find gold—
	NOT A NUGGET ANYWHERE!
Swing right hand onto shoulder & pick up "pack" with left hand	So he packed up his pick, and he picked up his pack,
Walk again and shake head "no"	And he went to the city,
	AND HE NEVER CAME BACK!

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INDIANS AND TREES

This is a forest of long long ago—	
There are the trees standing all in a row.	[Hold up left hand.]
Look very closely, what do you see?	
Indians peering out—one, two, three.	[Poke 3 fingers of right hand through fingers of left hand.]
Now they are hiding. The forest is still	[Hide right hand.]
Now they are hurrying over the hill.	[Make fist of left hand, walk right hand over it.]
Ever so quietly, now they are nearing	
The tepees that stand at the edge of the clearing.	[Make tepee with both hands.]

Fingerplays reprinted from "Ring a Ring o' Roses," published by the Flint Public Library, 1026 E. Kearsley St., Flint, MI 48502, (810) 232-7111.

JAKE THE SNAKE

Jake the fat snake was making a cake, (Make mixing motions)
When into the bowl he fell. (Bend knees, drop to floor)
Said he, with a laugh of glee, (Laugh aloud)
"This is really swell!" (Say line aloud all together)
"I won't get any fatter," (Hold arms out in wide circle)
"By just swimming in the batter!" (Make swimming motions)

From *Kidstuff*, vol. 3, no. 11. Guidelines Press.

A MERRY-GO-ROUND

Children are standing

Nod head "yes"	A merry-go-round! Shall we take a ride?
Stretch right hand into circle	If you've got a ticket you can!
Jump once into circle	You jump on a horse that goes up and down,
Gallop around the circle	And end up back where you began!

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MR. FIDDLE FADDLE

Children stand in a circle. (Children will enjoy this rhyme even more when they say the responses in parenthesis.)

Gallop in a circle	Mr. Fiddle Faddle had a rattle in his saddle,
Pat side twice on "of course"	And he took it to the saddle-rattle man. (OF COURSE)
Gallop in a circle	Said the saddle-rattle man, "I will fix it if I can;
Pat side twice on "say how"	Tell me how this saddle-rattle all began." (SAY HOW)
Stop, sit with legs slightly apart	"Well, I got my saddle rattle when I sat astride the saddle
Put hand on open mouth for "Oh my"	And the cattle, when they heard the rattle, ran! (OH MY!)
Rub chin	Said the saddle-rattle man, "That's a problem, Cattle Man;
"Steer" jeep, put hands on hips for "Oh yes"	And I think you ought to buy yourself a jeep!" (OH YES!)
Put arms out with palms up	Well, he tried to buy a jeep, but the prices were too steep,
Put chin on fist for "Oh dear"	And he couldn't find a cheap jeep anywhere! (OH DEAR)
Stretch arms out & smile	Then a fella said he would Buy the cattle where they stood,
Clap, clap	So he sold the herd and moved to Delaware! (ALL RIGHT!!)

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ODIE COYOTE

Children are sitting	
	Odie Coyote, with ev-e-ry- note, he
Form mouth into circle	Grew louder and LOUDER, until
Look fearfully from side to side	The moon disappeared and he suddenly feared
Hand over eyes, look off	That the sun would rise over the hill.
Make "sun" over head	Then up came the sun! See the coyote run,
Slap knees with right and left hands	As he hides from the light of day!
Point up to "moon"	But later tonight, when the moon's shining bright,
Form mouth into circle	He'll be prowling and howling away!

Reprinted with permission from *Move Over Mother Goose!*, 1987, Gryphon House, Inc., Box 207, Beltsville MD 20704: p. 46.

RIDING THE MERRY-GO-ROUND

Ride with me on the merry-go-round,	
Around and around and around.	[Move one hand in circles.]
Up the horses go, up!	[Raise arms in the air.]
Down the horses go, down!	[Lower arms.]
You ride a horse that is white.	[Point to neighbor.]
I ride a horse that is brown.	[Point to self]
Up and down on the merry-go-round.	[Raise and lower arms.]
Our horses go round and round.	[Move one hand in circles.]

Fingerplays reprinted from "Ring a Ring o' Roses," published by the Flint Public Library, 1026 E. Kearsley St., Flint, MI 48502, (810) 232-7111.

TEN GALLOPING HORSES

Ten galloping horses came through the town.
Five were white and five were brown.
They galloped up and galloped down.
Ten galloping horses came through town.

TEN LITTLE INDIANS

Ten little Indians standing in a row;	*Hold up ten fingers*
They all bow down to their chief, just so.	*Bend down ten fingers*
They march to the left,	*Move both hands to the left with fingers held up*
They march to the right,	*Move both hands to the right with fingers held up*
This is the way they learn to fight,	*Tap fingers together*
Along comes a cowboy with a great big gun;	*Point index finger*

Boom, boom, boom, and away they all run.	*Index finger shoots; then fingers on both hands run away.*

Fingerplays reprinted from "Ring a Ring o' Roses," published by the Flint Public Library, 1026 E. Kearsley St., Flint, MI 48502, (810) 232-7111.

TEN LITTLE PONIES

Ten little ponies in a meadow green.	[Hold up ten fingers.]
Ten little ponies, friskiest ever seen.	
They go for a gallop.	[Motion of hands galloping.]
They go for a trot.	[Motion of hands trotting.]
They come for a halt in the big feed lot.	[Hands are still.]
Ten little ponies fat and well fed,	
Curl up together in a soft, straw bed.	[Fingers closed in hands.]

Fingerplays reprinted from "Ring a Ring o' Roses," published by the Flint Public Library, 1026 E. Kearsley St., Flint, MI 48502, (810) 232-7111.

THIS LITTLE COW

This little cow eats grass; (Hold up one hand, fingers erect, bend down one finger)
This little cow eats hay; (Bend down another finger)
This little cow drinks water; (Bend down another finger)
And this little cow runs away (Bend down another finger)
This little cow does nothing (Bend down last finger)
But lie and sleep all day.

Reprinted with permission from *Finger Frolics*, 1976, Gryphon House, Inc., Box 207, Beltsville MD 20704: p.43.

THIS OLD COW

Children stand in a circle. One child is in the middle as the cow. Another is chosen to be the new cow-man. A third child is the "new cow," who becomes the old cow the next time around.

Cow sits down	This old cow will give no milk!
Cow rests head on hands	We'll put her in a pen;
New cow-man comes into circle with a "new cow" and leads the "old cow" away. New cow becomes old cow.	And when the new cow-man comes 'round, We'll have to trade her in.

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TIM O'DARE

Children are sitting	
	Tim O'Dare
"Shoot" gesture	Shot a bear standing in his underwear.
Point left	Was it Tim,
Point right and gesture from neck to ankles	Or was the BEAR wearing underwear out there??

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WIND THE BOBBIN

Wind, wind, wind the bobbin, *(spread apart thumb and index finger on one hand to hold "bobbin.")*
Wind, wind, wind the bobbin, *(Make rotating motion with other hand.)*
Pull, pull, and tap, tap, tap. *(Make fists and pull apart hard; then tap fists together.)*

Flannel Boards

ANIMALS

Make: Use a variety of animals from other activities in this section.

Guess who: Have an empty felt board with all of the animals you've chosen in front of you. Say a riddle about one of the animals. Let the children guess which one you're describing. Instead of telling the children if they guessed right, put the animal on the board and the children can see if their answer matches the felt animal.

Make: Use any ten animals from other activities in this section.

Which one is missing: Put ten animals in a line on the felt board. Have a child come up and point to each animal as the group calls out its name. Then have the children cover their eyes. Take one animal off of the board. Have the children uncover their eyes. You say:

> There were ten animals
> Now there are nine
> Guess which one is not in line.

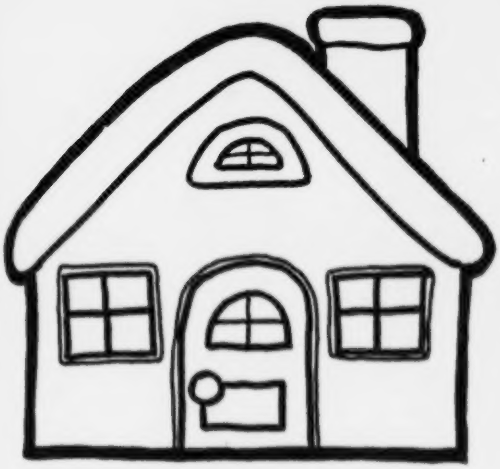
Then let the children guess which one is missing. When they guess correctly, put it back. Play again and again. When the children learn the rhyme, have them say it with you before they guess which animal is 'not in line'.

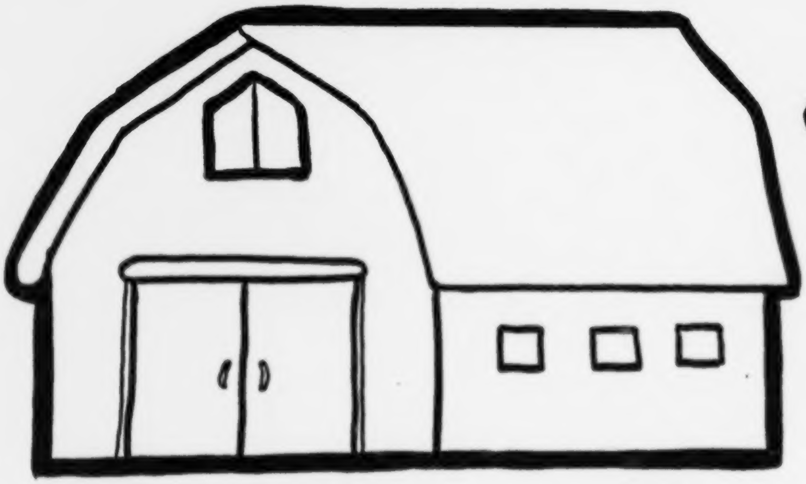
Make: Horse, sheep, duck, rooster, goat, chicken, cow, pig, barn, farmhouse, Farmer Parsons.

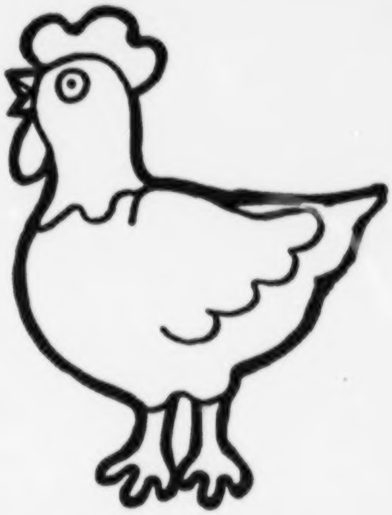
Feeding time: Put the barn and the farmhouse on the felt board. Pass out the farm animals to the children. Tell the children that you are going to be Farmer Parsons and 'call in' the animals for feeding. (Put Farmer Parsons on the board). *"I need to feed all of my animals. It takes me a long time. Will all of you please help me today?* (Answer) *First I want to feed the animals which can eat corn. That means I need the chicken, pigs, and sheep.* (Have the children holding these animals put them near the barn.) *The horses are waiting for their hay. Whoever has the horse, please run him to the barn. The roosters and ducks need their seeds. They are all spread out for them just outside the barn. Please bring them in for their daily seeds. The goats and cows are going to eat grass. If you have a cow or goat, just leave him in the pasture. The house pets are last. The dog will eat dog food and the cat wants it milks and cat food. Please bring them to the farmhouse. Thank you for helping me bring my animals in for feeding."*

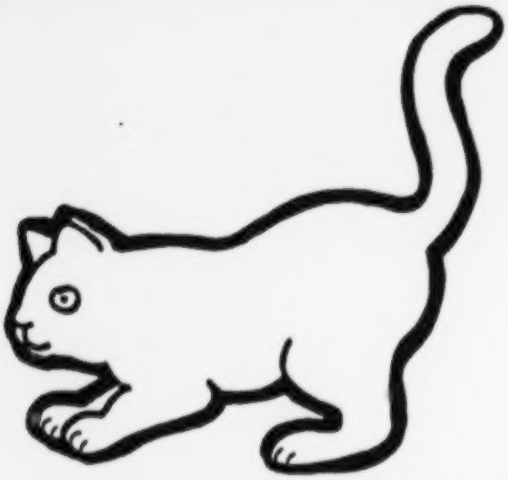
When all of the animals are in for feeding, go back and review what the animals are eating. At this time you can also mention that some animals eat more than one type of food, but it is Farmer Parsons who decides what the animals should eat each day He wants to keep his animals healthy.

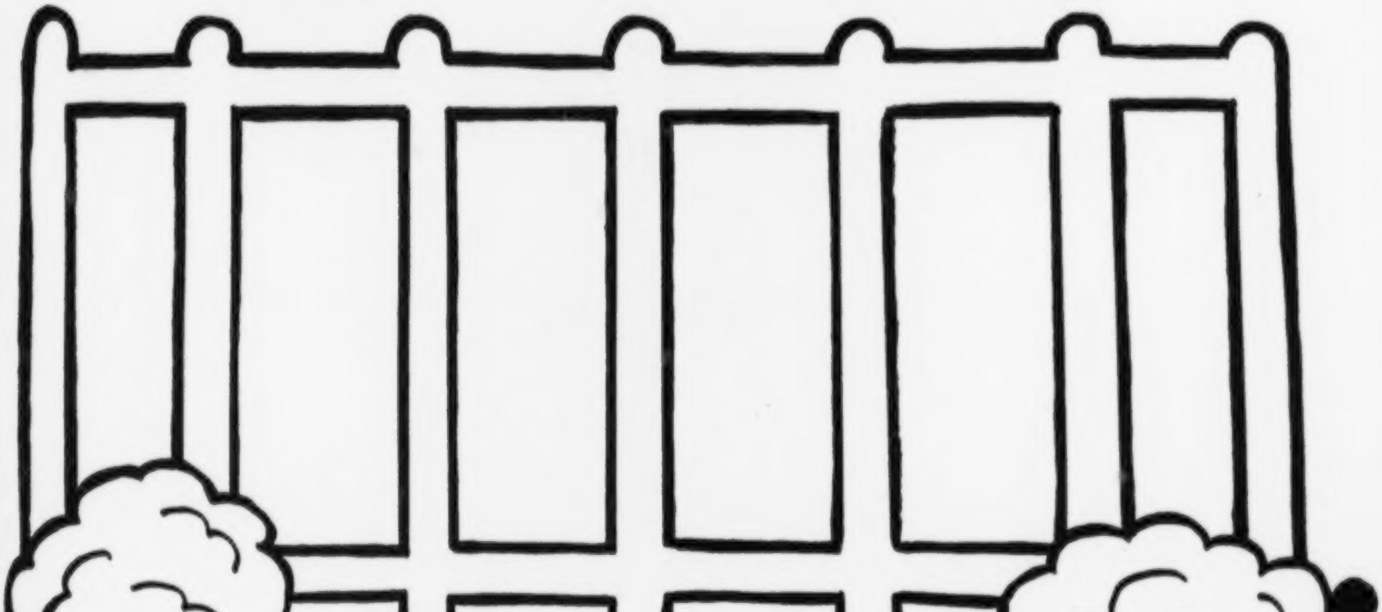
Taken from **Felt Board Fun**, Liz and Dick Wilmes. Published by *Building Blocks* — Elgin, Illinois 60123.

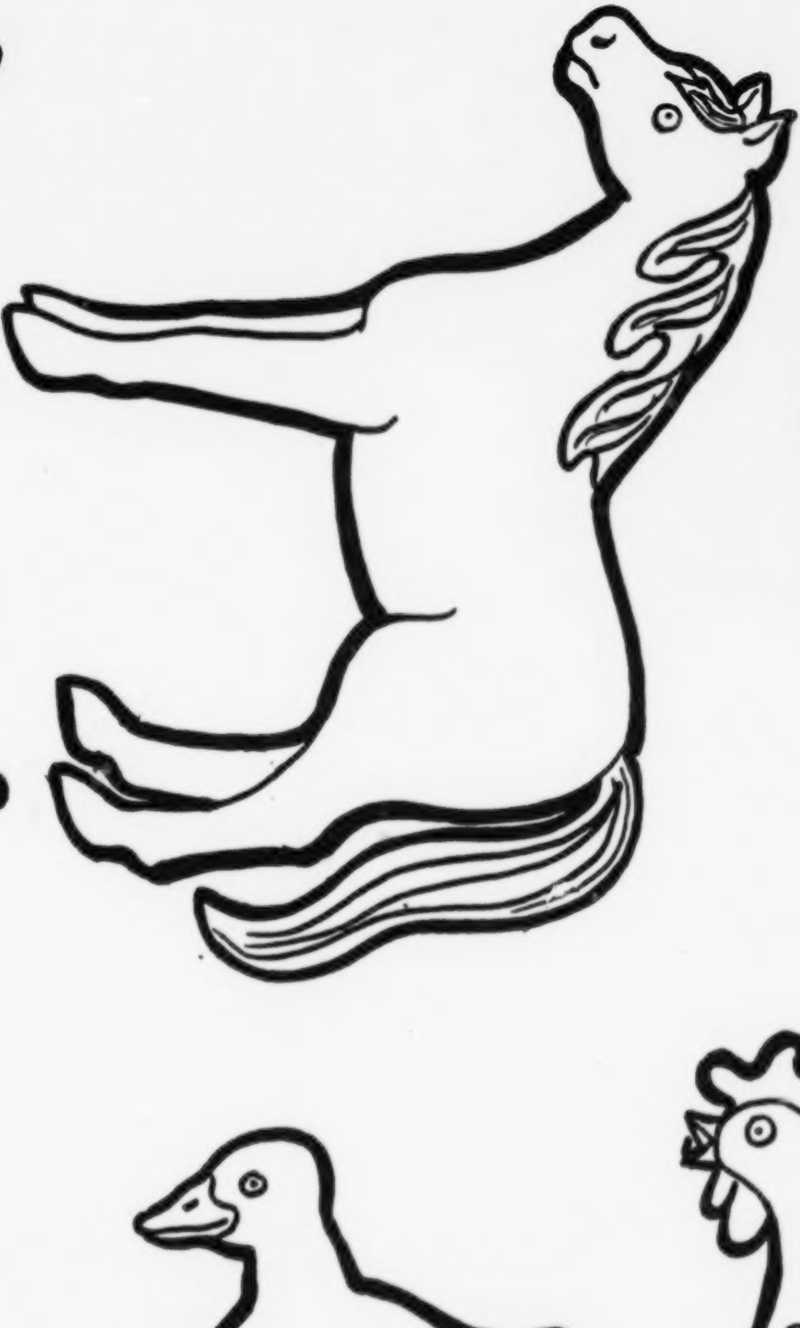


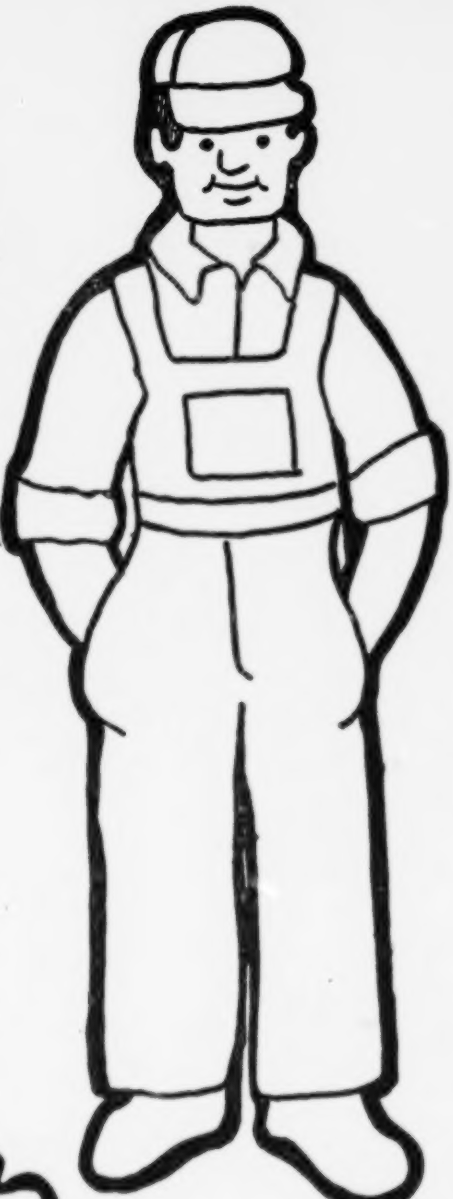


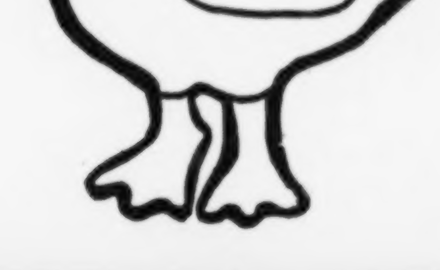


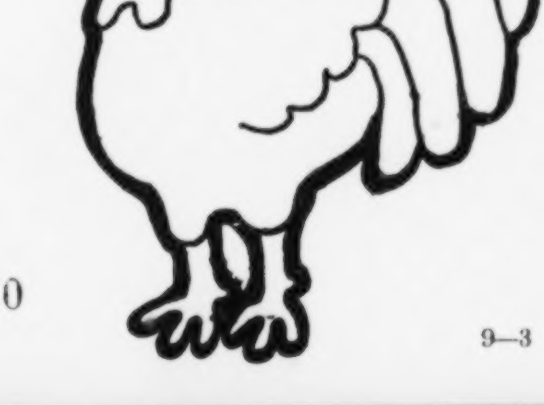


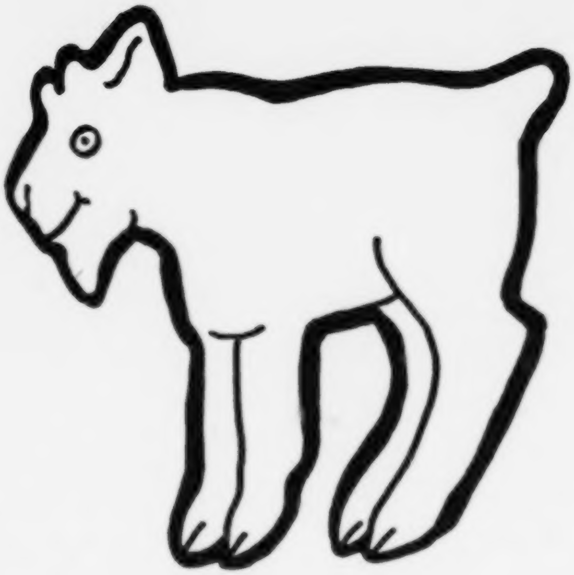


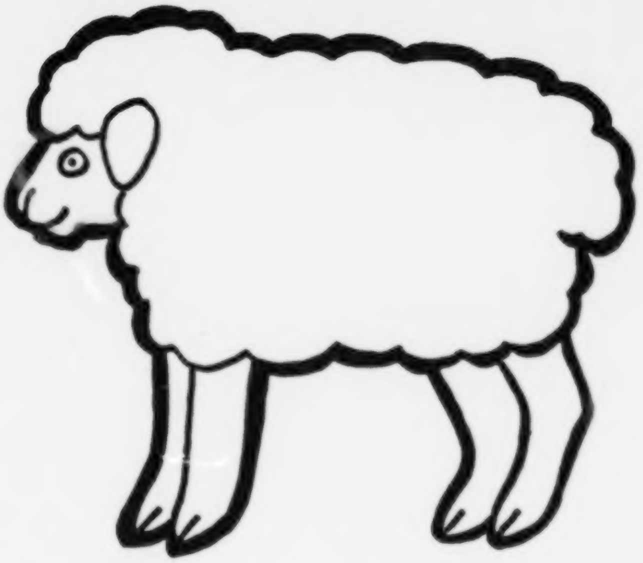




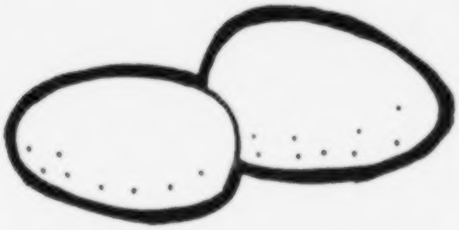


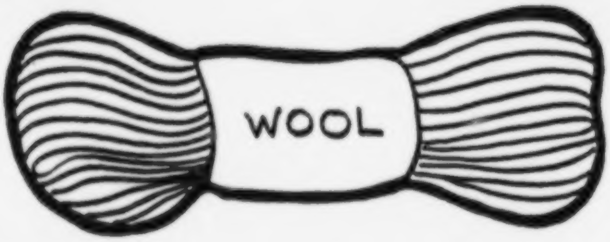


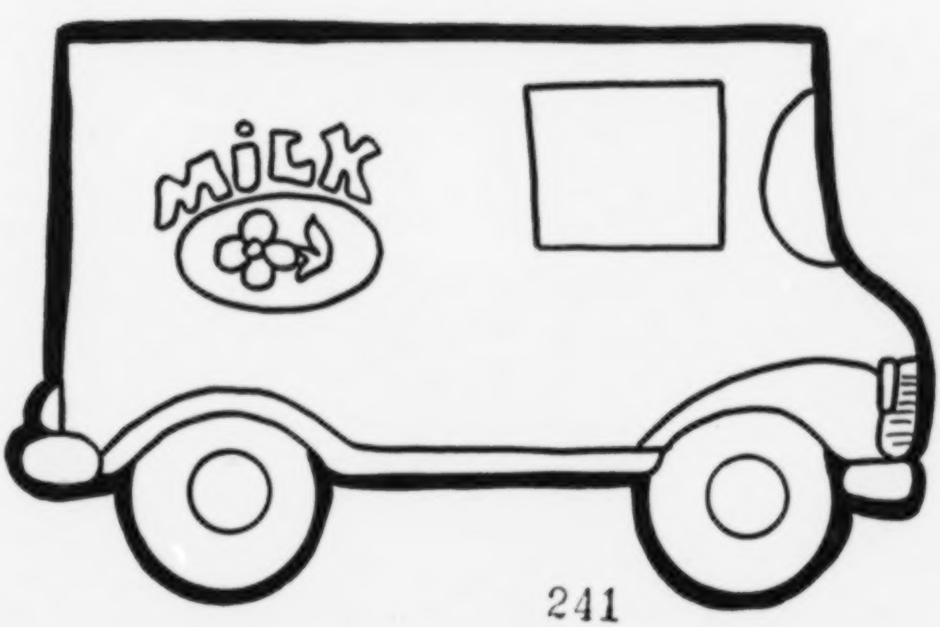




Animal products







BABY DUCK

Storyteller: One bright sunny morning Mama Duck took the brand new Baby Duck for a walk to see the big world.

Mama Duck walked fast. Baby Duck toddled along behind her. Baby Duck stopped to smell the pretty flowers and Mama Duck went on over a big hill. When Baby Duck looked up, Mama Duck was gone. He called his Mama in his teeny tiny voice.

Baby Duck: "Quack, quack, quack."

Storyteller: But Mama Duck didn't come. So Baby Duck walked on until he met Brother Pig. He said:

Baby Duck: "Please, Brother Pig, will you call my Mama?"

Storyteller: Brother Pig said he'd be glad to call Baby Duck's Mama and he said:

Brother Pig: "Oink, oink, oink."

Storyteller: But Mama Duck didn't come. So Baby Duck walked on until he met Brother Rooster.

Baby Duck: "Please, Brother Rooster, will you call my Mama?"

Storyteller: Brother Rooster said he'd be glad to call Baby Duck's Mama and he said:

Brother Rooster: "Cockle-doodle-do."

Storyteller: Sister Sheep said she'd be glad to call Baby Duck's Mama and she said:

Sister Sheep: "Baa, baa, baa."

Storyteller: But Mama Duck didn't come. So Baby Duck walked on until he met Sister Cow.

Baby Duck: "Please, Sister Cow, will you call my Mama?"

Storyteller: Sister Cow said she'd be glad to call Baby Duck's Mama and she said:

Sister Cow: "Moo, moo, moo."

Storyteller: But Mama Duck didn't come. So Baby Duck walked on until he met great big Duncan Duck.

Baby Duck: "Please sir, Duncan Duck, will you call my Mama?"

Storyteller: Great big Duncan Duck said he'd be glad to call Baby Duck's Mama, and he said in his great big duck voice:

Duncan Duck: "Quack, quack, quack!"

Storyteller: And this time Mama Duck came running back over the hill to the little Baby Duck.

Ducks

Materials: One 9 x 12 inch piece of white felt
Scraps of yellow and orange felt
Three 5mm wiggle eyes

Directions: Using duck patterns, cut duck silhouettes and wings from white felt. Cut beaks from yellow felt. Cut feet from orange felt. Put pieces into place as indicated on pattern, then glue into place.

Mr. Sheep

Materials: One 9 x 12 inch piece cream colored felt
Scraps of black felt
One 5 mm wiggle eye

Directions: Using pattern, cut sheep silhouette from cream felt. Cut legs, ears, and muzzle from black felt. Place pieces and eyes on sheep as indicated on pattern. Glue in place.

Mr. Rooster

Materials: One 3 x 4 inch piece of gold felt
Scraps of red, yellow, orange, and green felt
One 5 mm wiggle eye

Directions: Using pattern, cut Mr. Rooster silhouette from gold felt, wing from green felt, comb and wattle from red felt, beak from yellow felt, and feet from orange felt. Place all pieces on silhouette as indicated on pattern, then glue into place.

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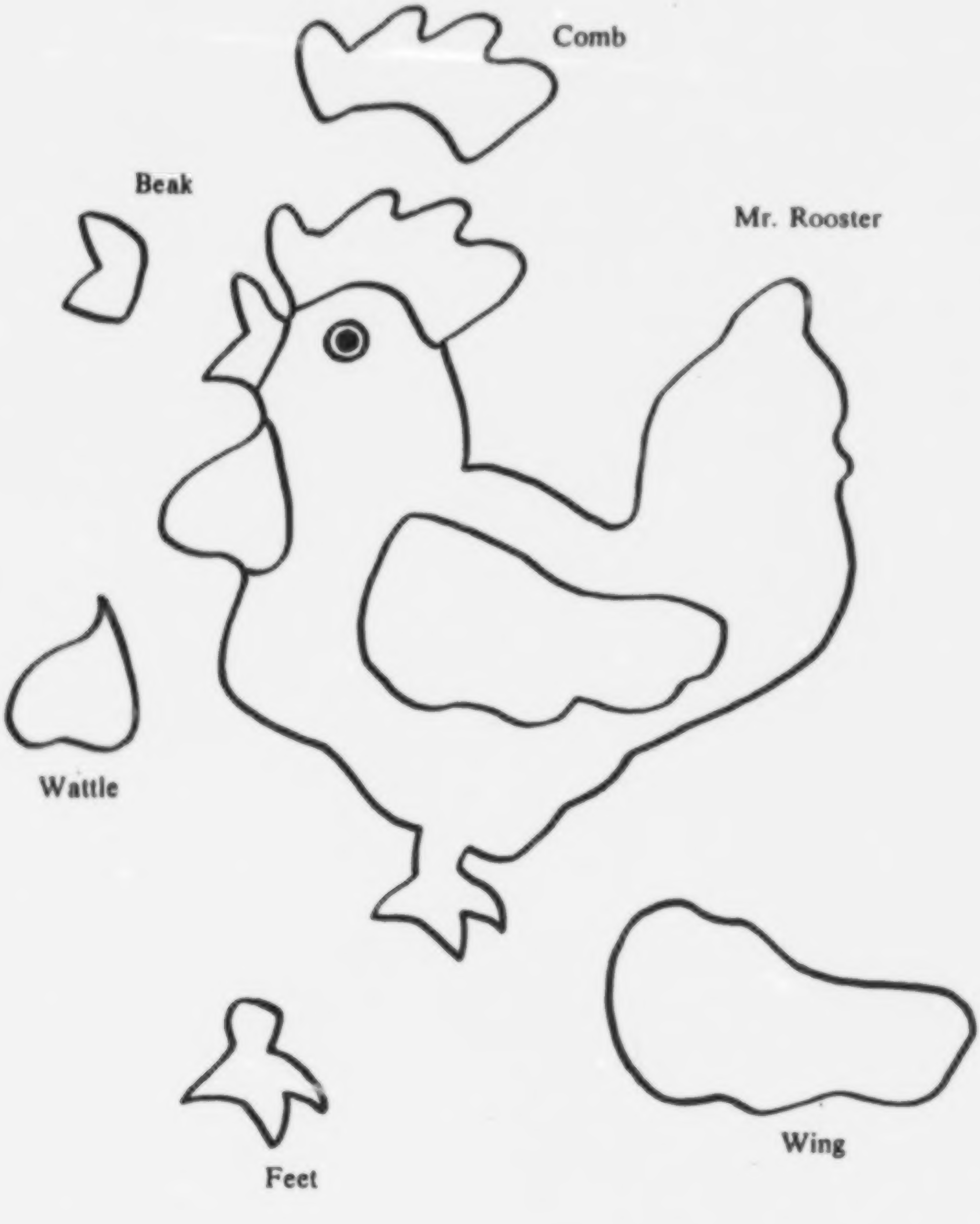
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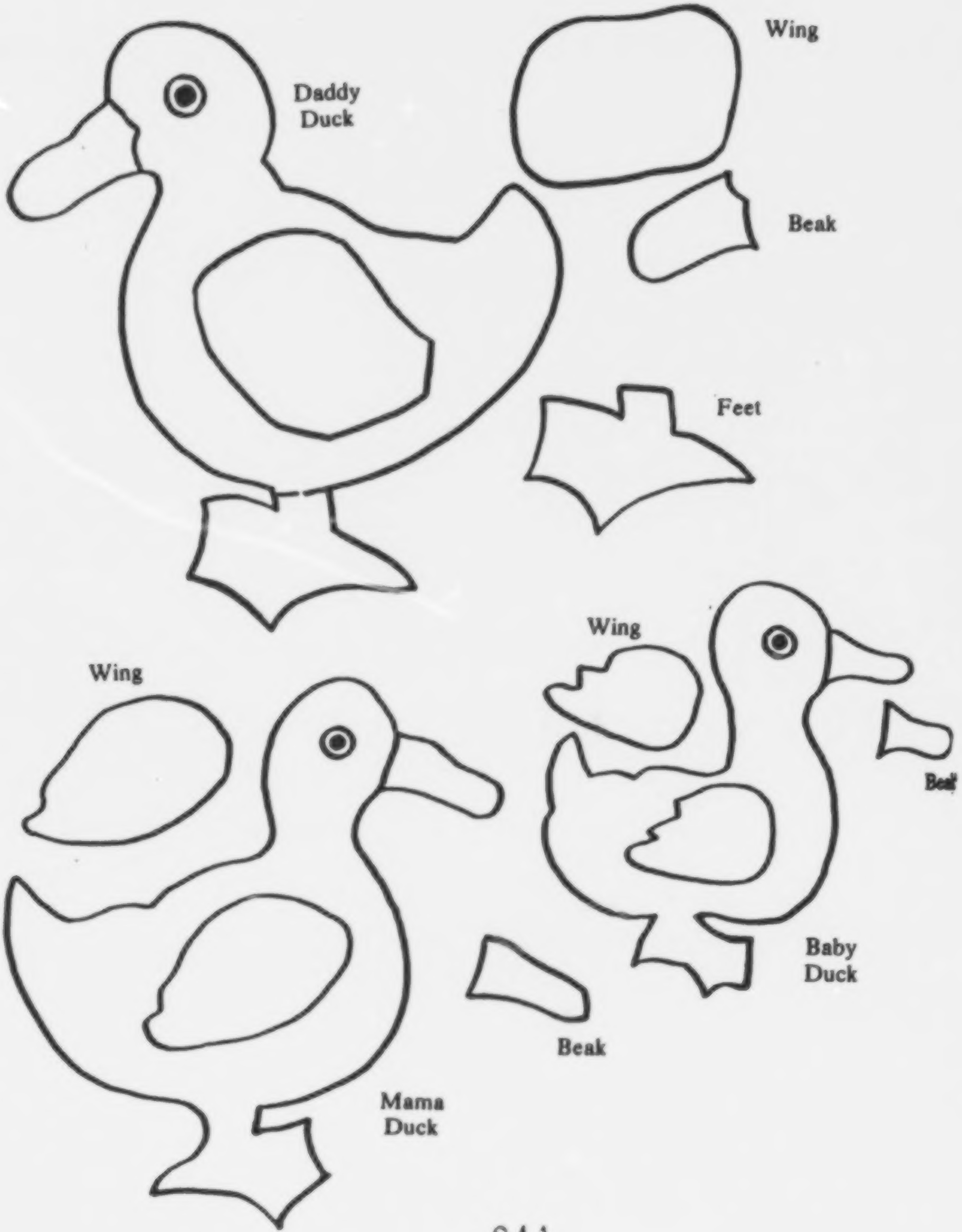
Beak
Mr. Rooster
Wattle
Wing
Feet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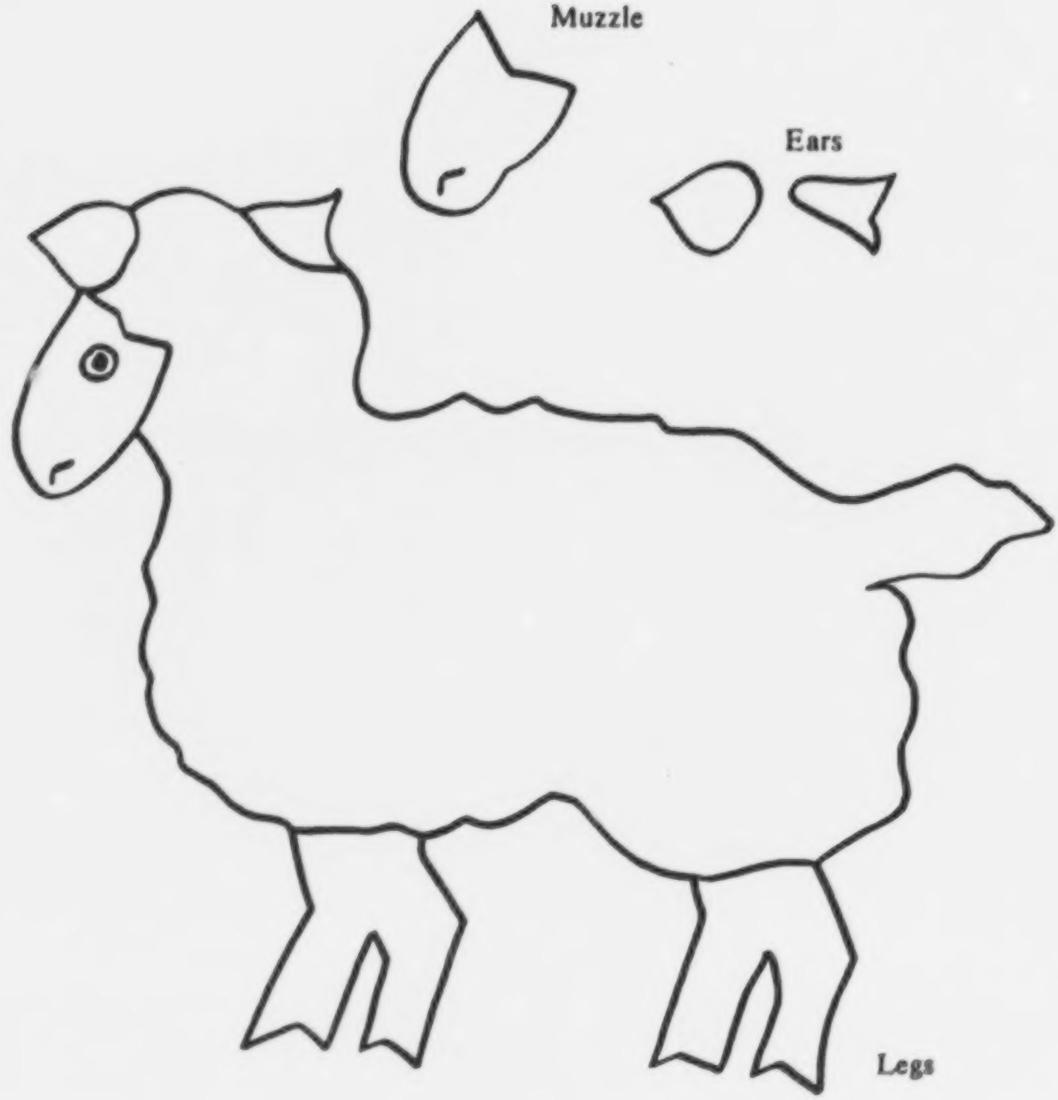
Mama Duck


Muzzle
Ears
Legs

Mr. Sheep

DAVY CROCKETT AND THE BEAR

by Barbara Oglesby

I'll bet you don't know how Davy Crockett learned to grin at bears. It all started back when Davy was a little boy and loved to play in the woods. Davy tried to imitate every sound he heard in the woods. He heard the green snake slide along and say, "Ssssss, sssss," and Davy played "I'm a ssss-snake. I'm a ssss-snake. Hear me sssss, hear me sssss!"

He heard the frog saying, "Ccc-roak, ccc-roak," and Davy played I'm a frog, I'm a frog. Hear me ccc-roak, hear me ccc-roak."

He heard the black crow as he flew and said, "Caw, caw," and Davy played "I'm a crow, I'm a crow. Hear me caw, hear me caw."

He heard the woodpecker knock on the wood with his bill, "Rrrat-tat-tat-tat-tat-rrat-tat-tat-tat-tat," and he said, "I'm a woodpecker, I'm a woodpecker. Hear me rrrat-tat-tat-tat, hear me rrrat-tat-tat-tat!"

He learned to make the sounds so well that when you heard a "Ssssss, sssss," you were not sure if it was Davy or a snake. And if you heard "Ccc-roak, ccc-roak," you didn't know if it was a frog or Davy. If you heard "Caw-caw," it might be Davy or it might be a crow. And if you heard "Rrrat-tat-tat-tat, rrrat-tat-tat-tat," it probably was a woodpecker, but it might be Davy.

One day Davy was out in the woods when something brown and furry came along. Can you guess what it was? Well, it said, "Grrrr." You say, "grrrr," and see what it sounds like. "Grrrr!" You're right—it was a bear. Davy wasn't a bit afraid of that bear. He started walking toward it. Guess what the bear said, "Grrrr, grrrr." That pleased Davy, so to be polite, he answered back, "Grrrr, grrrr." This surprised the bear, but he didn't want Davy to come any closer, so he took a breath and growled very loudly, "Grrrr, grrrr!" Davy thought this was so funny, he growled right back, "Grrrr, grrrr."

The bear was mad so he bared his teeth like this, and growled, "Grrr, grrr." Davy was so amused, he laughed out loud. He thought the bear was grinning at him, so he bared his teeth like this, just like the bear, and growled, "Grrrrrr, grrrrrr." That bear was so upset by Davy grinning at him that he turned and ran away.

Davy said, "I'm a bear, I'm a bear. Hear me grrr, hear me grrr." And that's how Davy Crockett learned to grin at bears.

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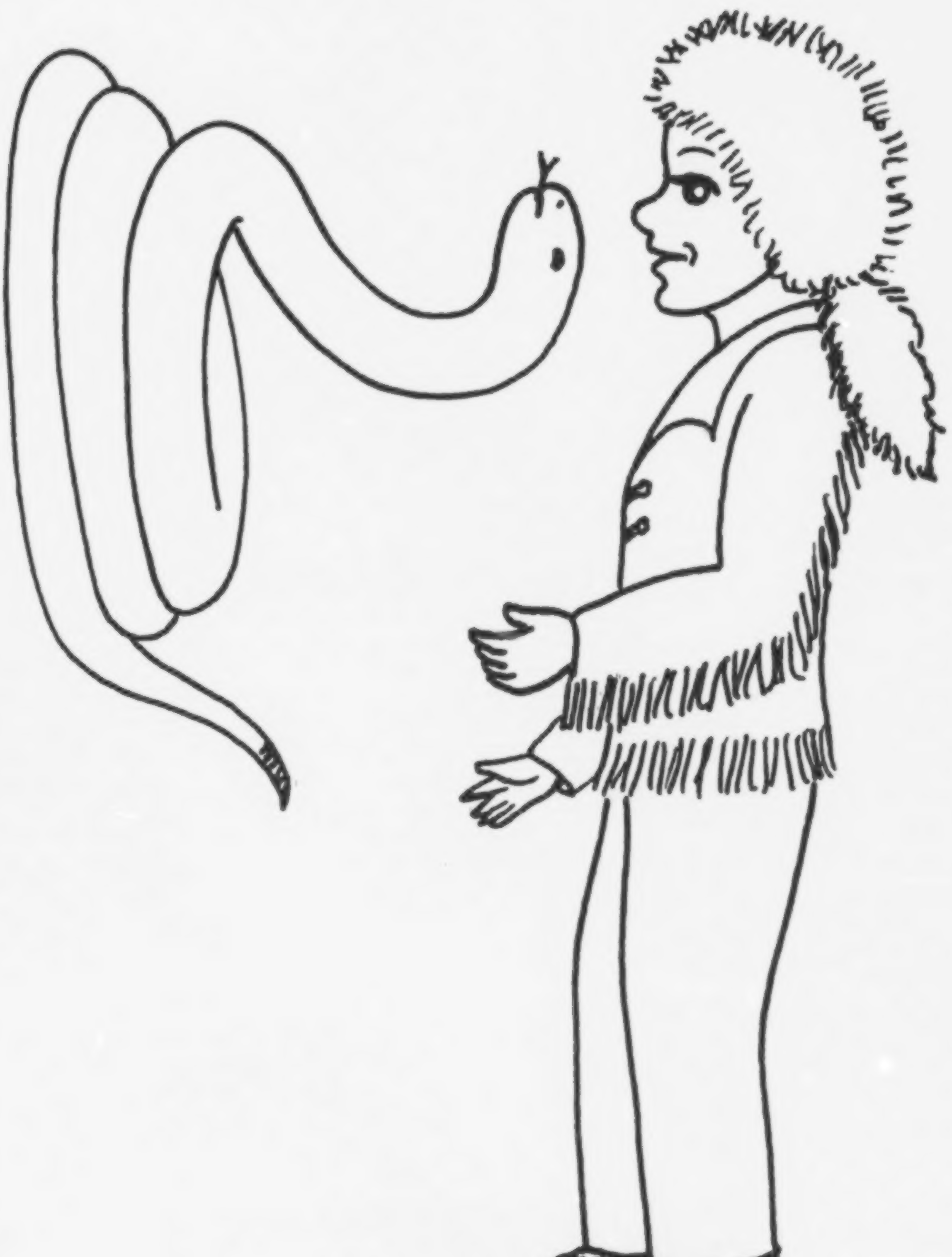

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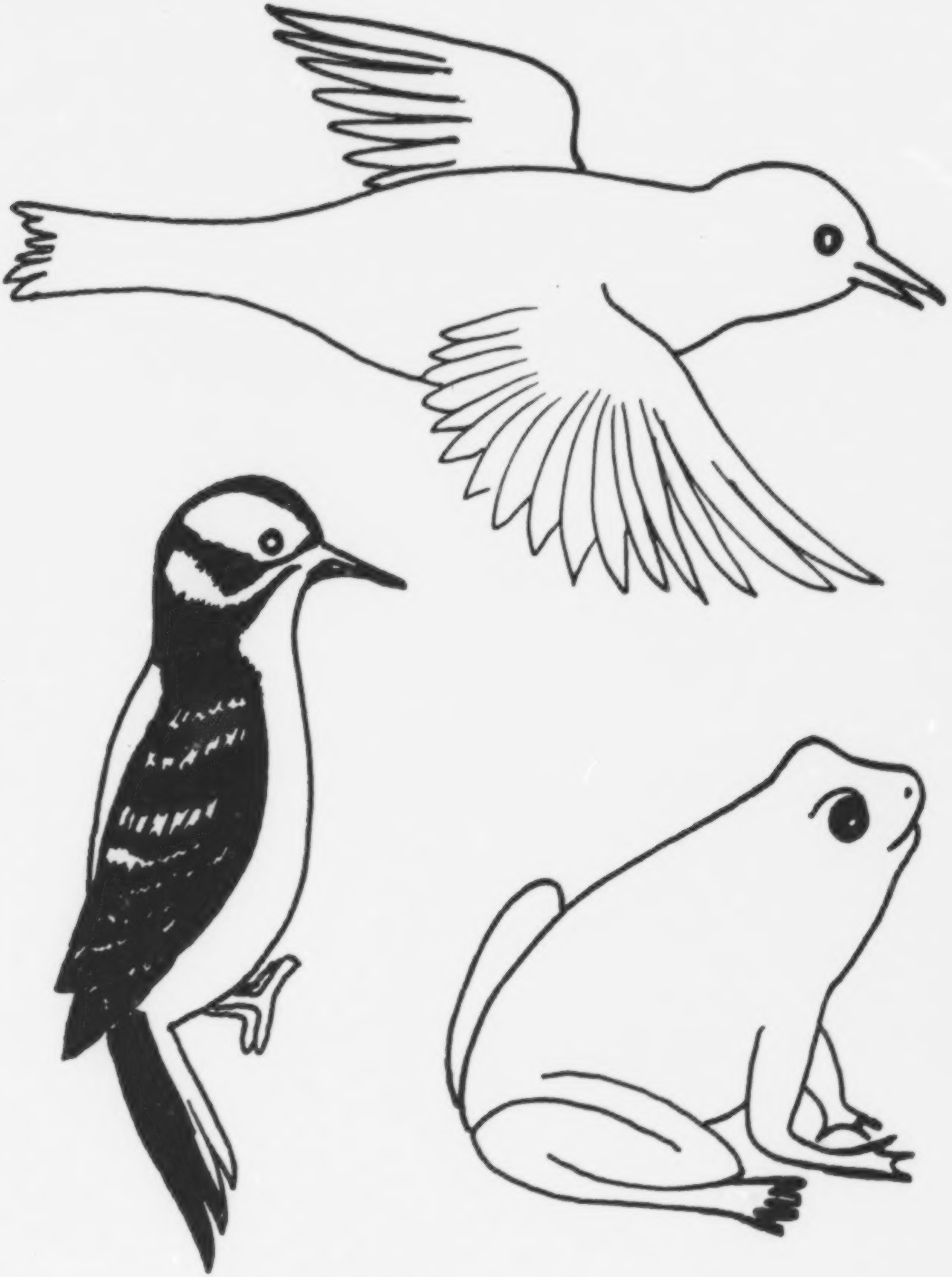

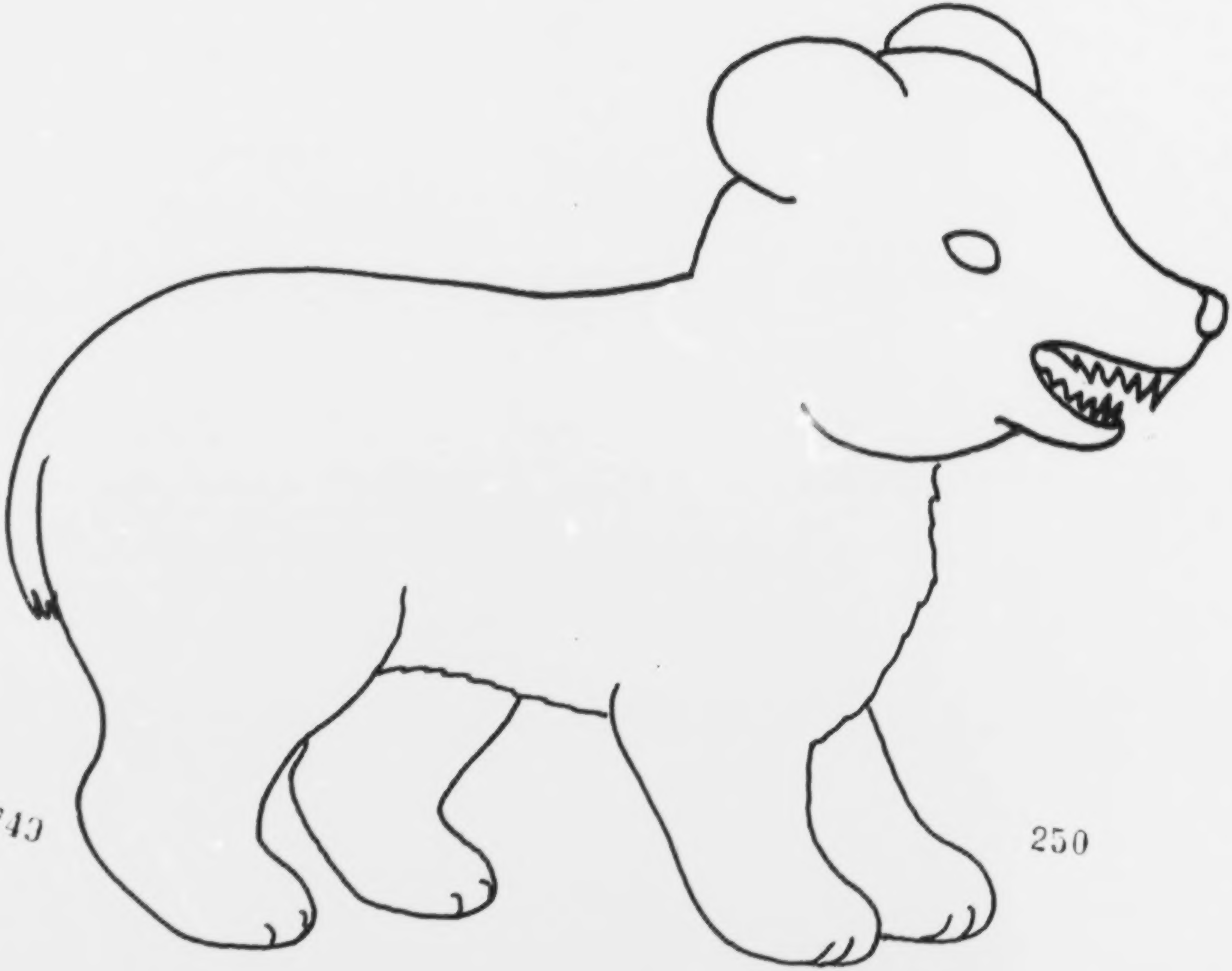
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DOBBIN (Adapted from *Told Under the Blue Umbrella*)

Dobbin was a wooden horse. He belonged to Danny and Donna who were twins four years old. He had belonged to them ever since they were tiny babies and they had played with him so much that now he was almost worn out. Poor Dobbin! One leg was broken, one eye was gone, and so were his mane and tail. The wheels had come off its little red wooden stand. Most of all Dobbin needed a coat of paint.

One evening Daddy brought home a new wooden horse. It was larger than Dobbin. It was all shiny with paint and it had a fine black mane and tail. The twins were so pleased that they danced about and clapped their hands.

"What shall we do with Dobbin?" asked Danny.

"I think we might send him to a little boy who has no toys to play with," said Mother. "But of course we can't send him just the way he is. We must paint and mend him."

So Danny and Donna helped Mother and Daddy mend Dobbin. First they mended the broken leg and put four new wheels on his stand.

Then Mother let them take turns painting Dobbin a beautiful gray, and the stand bright red. Last of all Mother took the paintbrush and gave Dobbin two black eyes, a bridle, a black mane, and some black spots. With the red paint she gave him a red saddle.

"Now he is all ready," said Mother.

"But he has no tail!" said Donna.

Mother took some hairs from an old broom and glued them in the place where Dobbin's tail had been. The hairs were quite short and Dobbin's new tail was so straight and stiff that it made the twins laugh to look at it.

When all the paint was dry, Mother said, "Now we can wrap Dobbin up and send him to his new home." She found a large sheet of paper, stood Dobbin on it, and began to tie up the package. Danny and Donna watched. Soon there wasn't any Dobbin to be seen--not even the straight, stiff little tail.

"Oh, Mother," cried Donna, "we can't send Dobbin away. He's been with us such a long time."

"Send the new horse instead," said Danny.

Mother looked surprised, but she opened the package and put the new horse in Dobbin's place.

Danny and Donna hugged Dobbin. "We like you ever so much better than the new horse," they told him. Then they took turns riding on his back as they had always done.

"Gee up, Dobbin! Whoa, Dobbin!" they shouted.

Dobbin ran so fast on his little red wheels that it seemed as if he knew he was to stay and play with Danny and Donna a great many more years.

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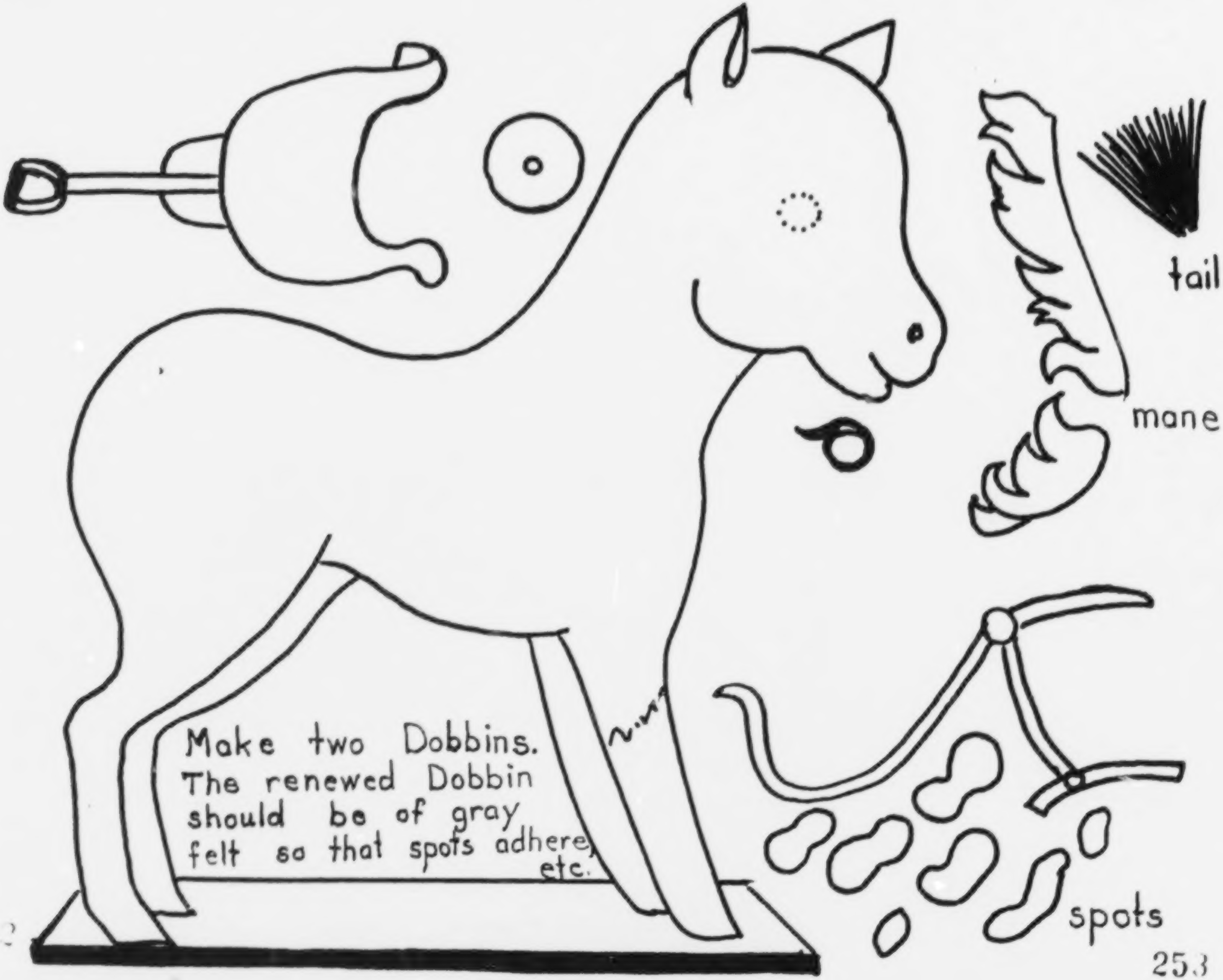
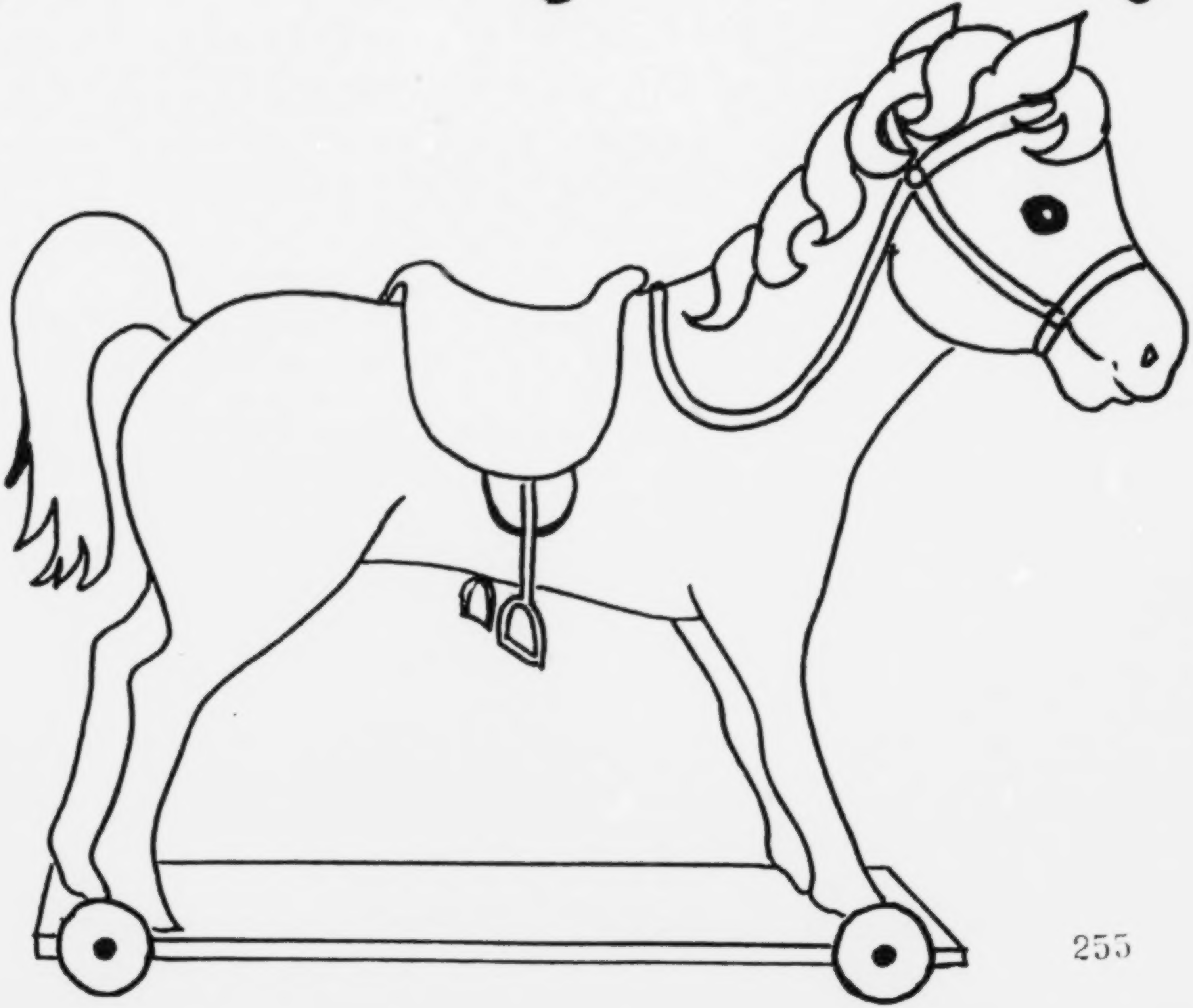

tail
mane
spots

Make two Dobbins. The renewed Dobbin should be of gray felt so that spots adhere, etc.



9—15

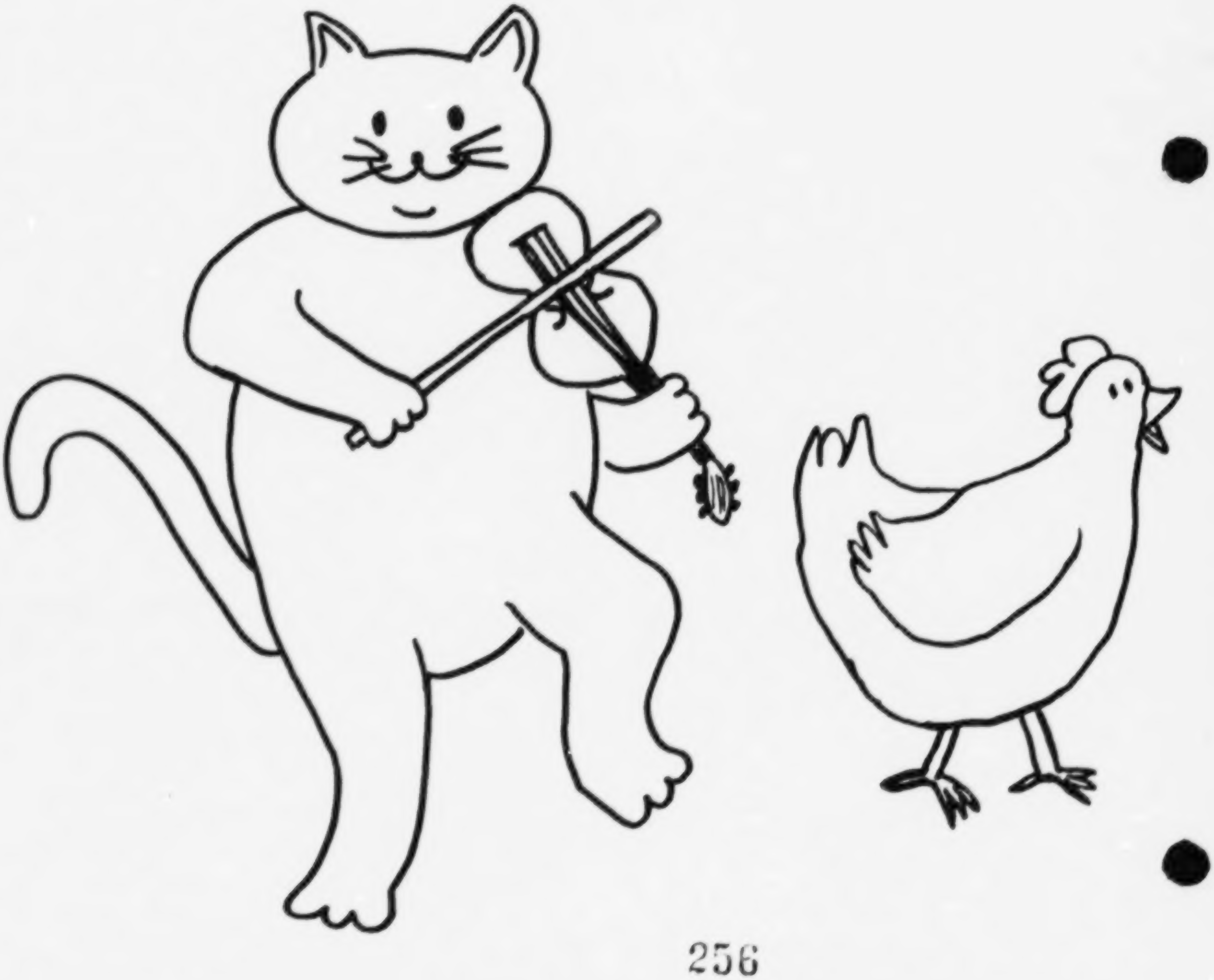
FIDDLE-I-FEE

From *Toddler Storytime Programs,* by Diane Briggs. Used with permission of Scarecrow Press, copyright 1993.

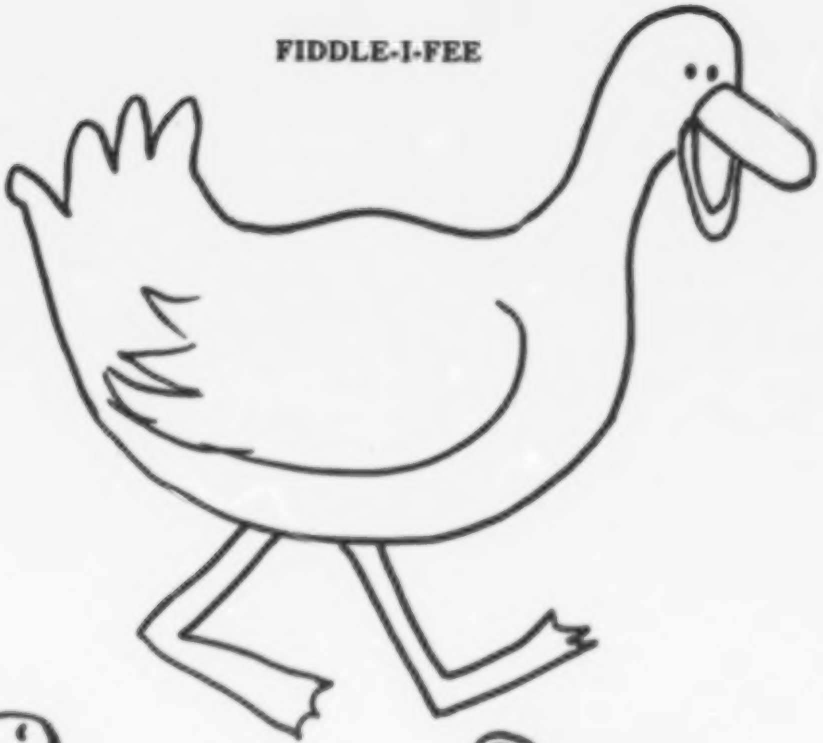
Song:
I had a cat and the cat pleased me,
I fed my cat under yonder tree.
Cat goes fiddle-i-fee.

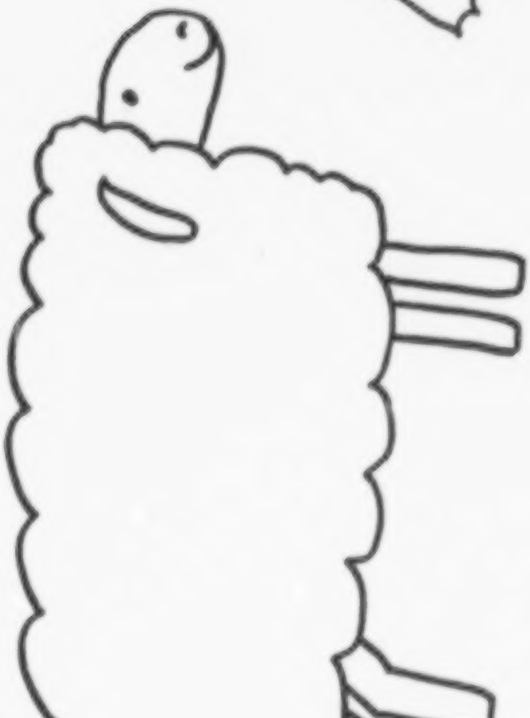
I had a hen . . .
I had a duck . . .
I had a sheep . . .
I had a pig . . .
I had a horse . . .
I had a cow . . .

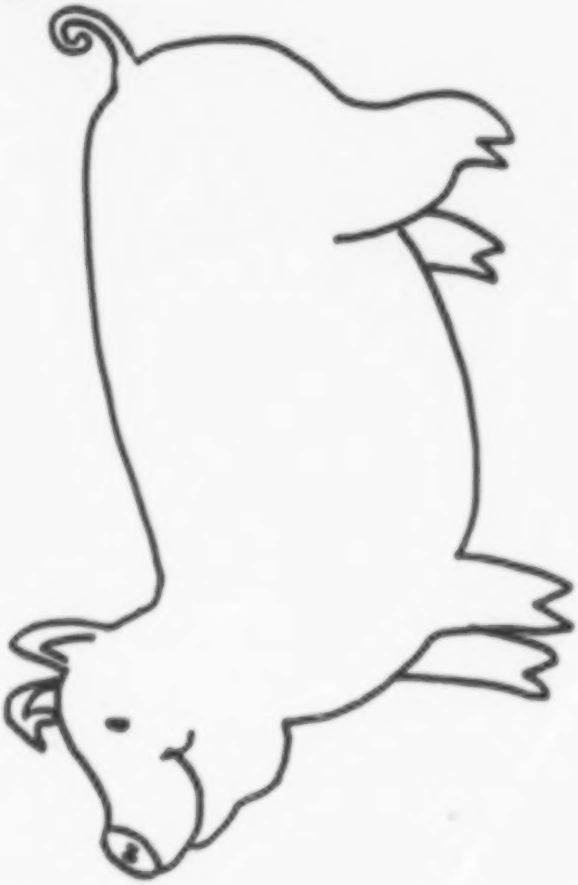
Directions: Add the animals to the flannel board in succession according to the song. Be sure to keep them in order on the flannel board. This will help you remember what comes next in the song.



FIDDLE-I-FEE







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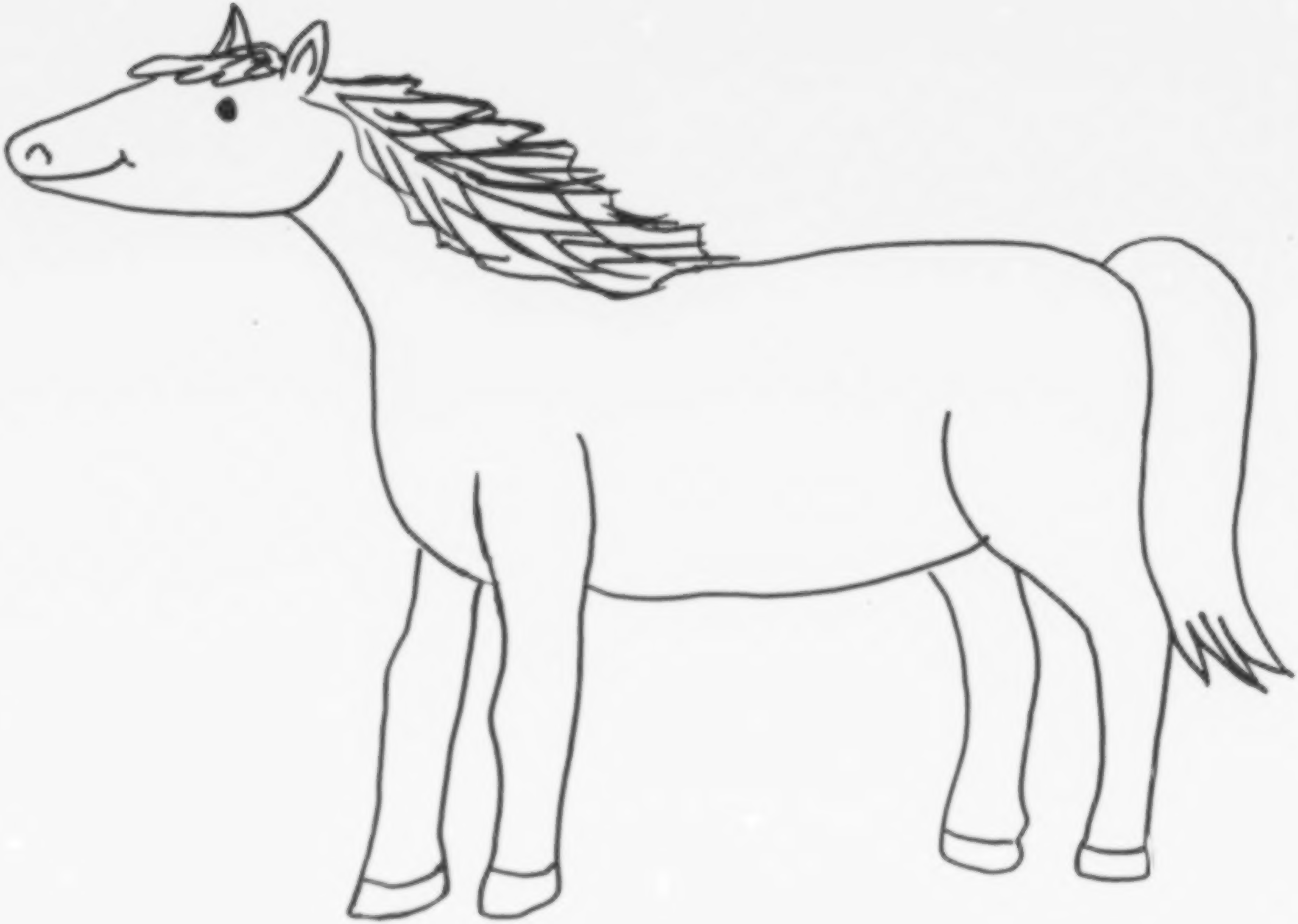
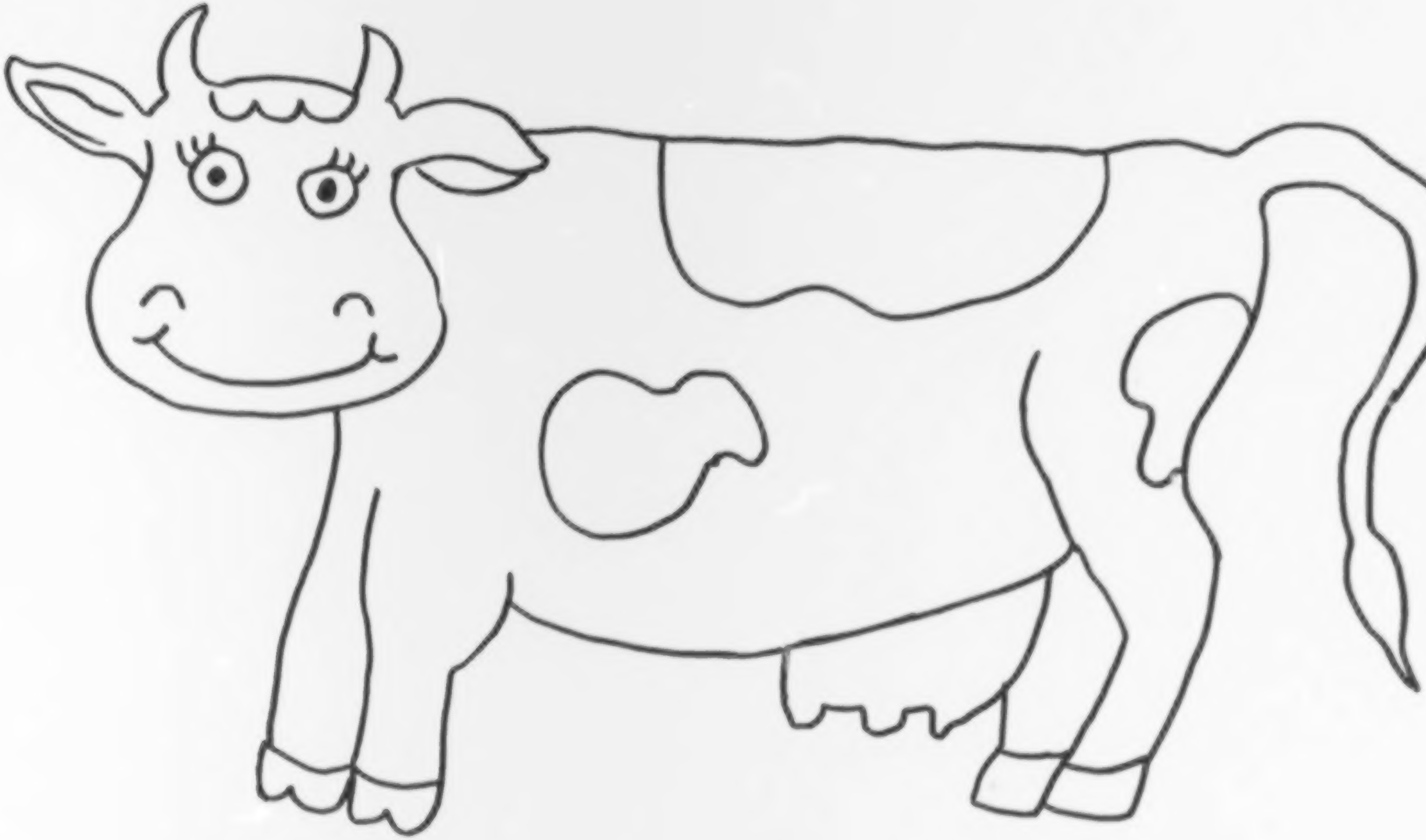
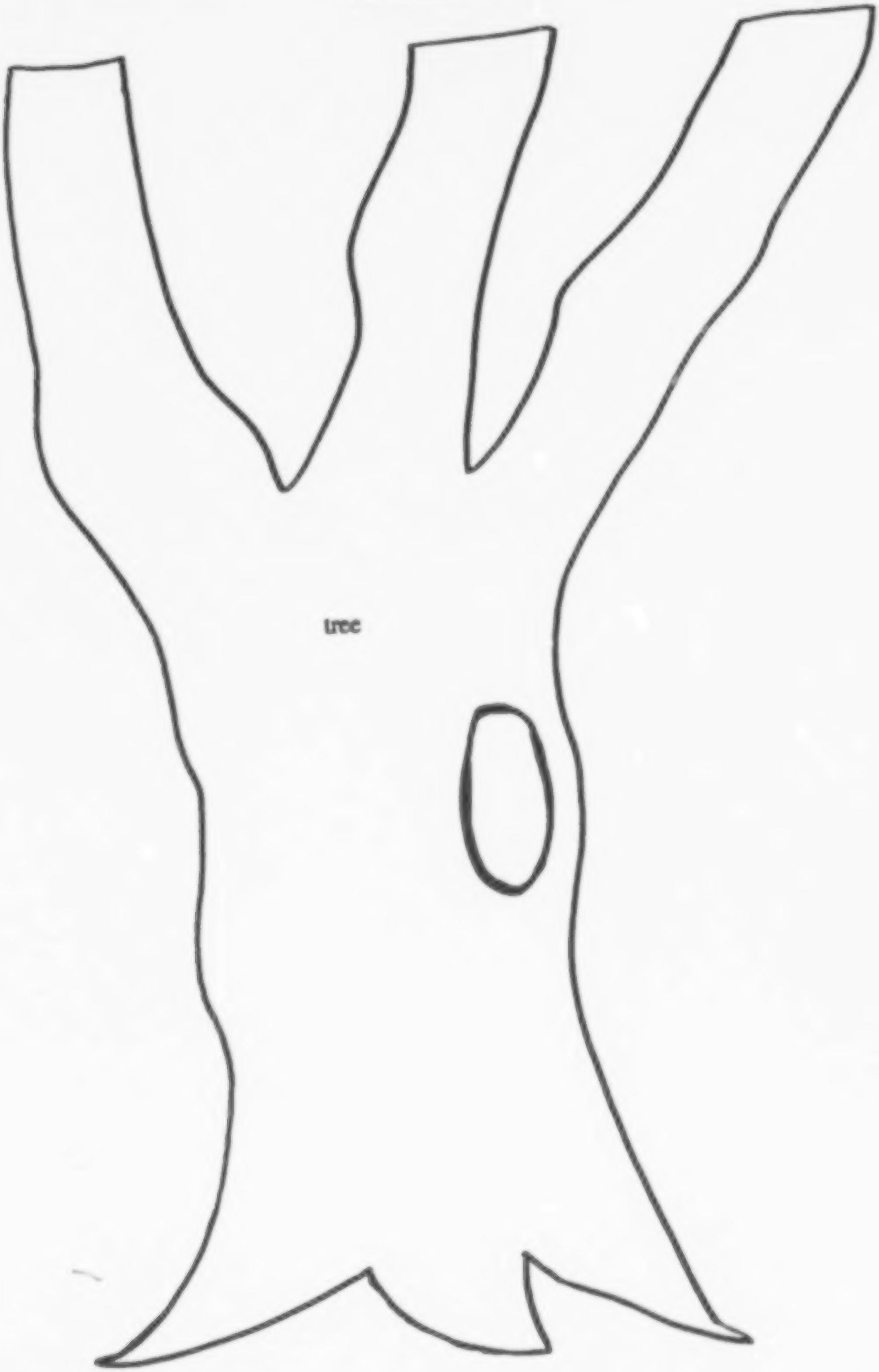


FIDDLE-I-FEE



FIDDLE-I-FEE

FIDDLE-I-FEE



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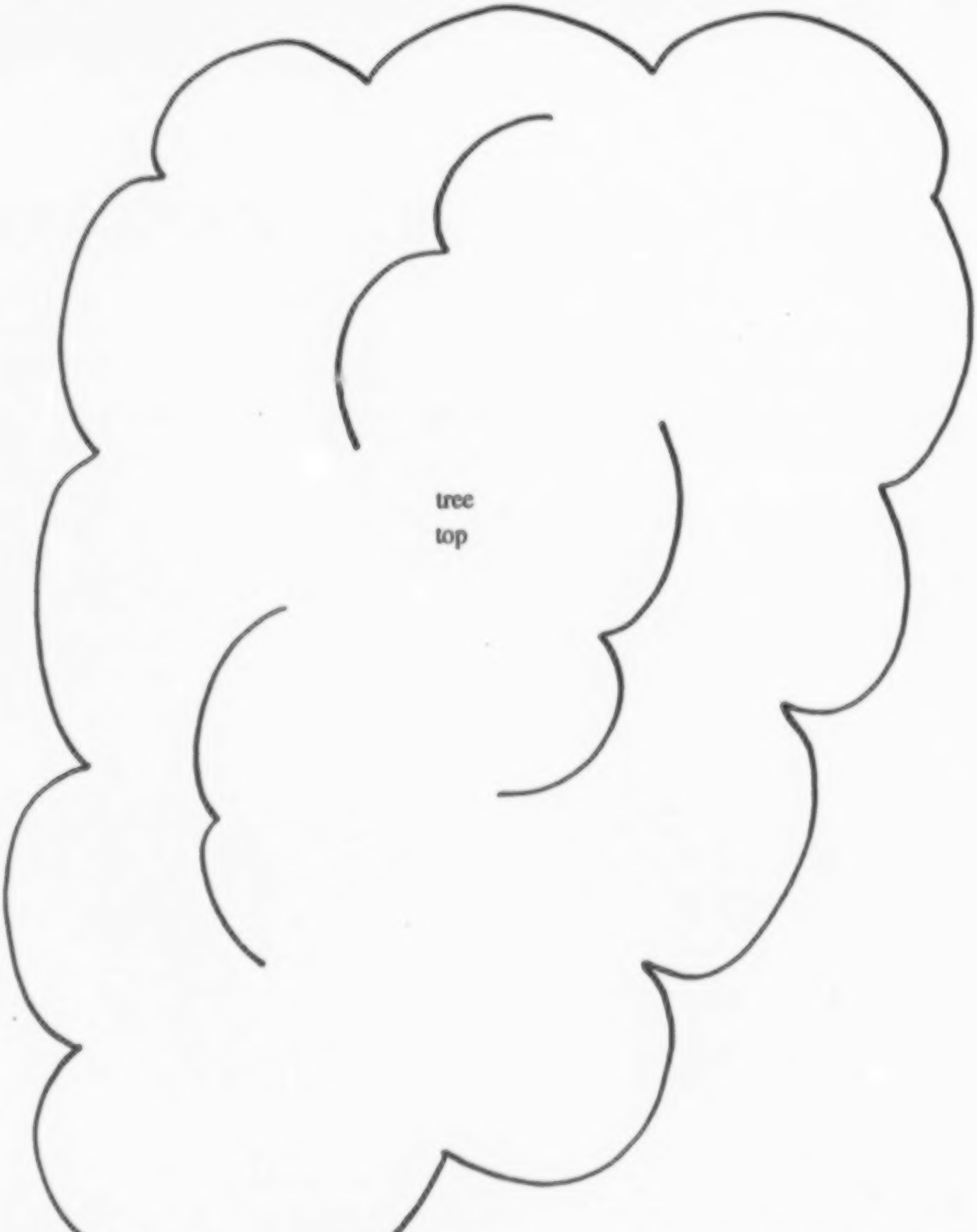

THE GREATEST ONE IN THE WORLD

(Place Fig. 1, barn, near top of flannel board. Place Fig. 2, clump of daisies, near the right side of the fence. Place Fig. 3, three daisies, over the clump. Place Fig. 4, pig, on the left side , near the bottom. Place Fig. 5, ball, near the pig. At the appropriate time, place the ball on the pig's nose.)

One beautiful spring morning as Polly Pig was playing in the barnyard, she found a bright red ball.

"What fun!" she cried. "Now I have a bright red ball to play with. I shall toss it up in the air and catch it."

So Polly Pig tossed the bright red ball up in the air, and when it came down, it landed on her broad, flat nose. She pranced up and down the barnyard, balancing the ball on her nose and shouting, "Look at me! Look at me! See what I can do! I can balance this bright red ball on the end of my nose. Surely I am the greatest one in the world!"

(Place Fig. 6, cat, near the clump of daisies.) "Not so at all!" declared Corky Cat who was passing by. "See what I can do! I can pick three flowers with one flip of my tail and carry them with me wherever I go. Surely I am the greatest one in the world!"

So saying, Corky Cat, with one flip of her tail, picked three of the daisies growing near the fence. *(Place the three daisies, Fig. 3, under the end of the cat's tail. Move the cat closer to the bottom of the flannel board. Place Fig. 7, pony, and Fig. 8, cart, on the right side of the flannel board.)*

"Not so at all!" cried Peggy Pony who had just arrived in the barnyard. "See!" she cried. "I am still harnessed to the pony cart, for I have been taking the children on a ride through the meadow and all around the lily pond. Surely I am the greatest one in the world!"

(Place Fig. 9, dog, near the bottom of the flannel board, between the cat and the pony.) "Not so at all!" cried Danny the collie dog who was passing through the barnyard on his way to the far field. "See what I am carrying between my teeth? A basket of hot lunch for Jane and Billy who are plowing the field on the other side of the woods. I carry their lunch to them each day no matter where they are working on this big farm. Surely I am the greatest one in the world!"

Now the pig and the cat and the pony and the dog had always been very good friends. They had played together every day. They had told each other many secrets. Never before had they found anything to quarrel about, but now they all began to shout at once!

"I am the greatest one in the world!" shouted the pig in loud grunts.

"I am the greatest one in the world!" shouted the cat with loud hisses.

"I am the greatest one in the world!" shouted the pony with loud neighs.

"I am the greatest one in the world!" shouted the dog with loud barks.

Finally the pony said, "Let us settle this argument once and for all. Let us go to Oliver Owl and let him decide which of us is the greatest one in the world."

(Remove the barn and daisies. Place Fig. 10, owl in the tree, where the barn had been. Rearrange the animals so they are all near the tree.)

"Once again you are all correct," said the owl. "None of you can carry a basket of hot lunch to Jane and Billy no matter where they happen to be working on this big farm because you do not walk beside Farmer Brown every day so you do not know all the paths and all the fields of this big farm like Danny knows."

"But which of us is the greatest?" they all shouted at once.

"You are all great!" the owl told them. "Don't you see? Each of you can do something that none of the others can do, and you each do that one thing very well. That means that you are all great in some way."

"Of course!" they all cried at once. "Each of us is great in some way!" Then they all thanked Oliver Owl for being such a wise old bird.

"Now I must hurry with this basket of hot lunch, but I'll see you all soon," Danny said to this three friends as he hurried on his way. *(Remove the dog.)*

"I must hurry back to the side porch, for the children will want another ride after lunch, but I'll see you all soon," said Peggy as she hurried on her way. *(Remove the pony and cart.)*

"I must hurry to the house with these daisies before they wilt, but I'll see you all soon," said Corky, as she hurried on her way. *(Remove the cat and the daisies.)*

"I must hurry back to the barnyard and teach my brothers and sisters this wonderful trick, but I'll see you all soon," Polly called to the others as she hurried on her way. *(Remove the pig and ball.)*

And to this day these four have remained good friends. They play together every day and tell each other many secrets.

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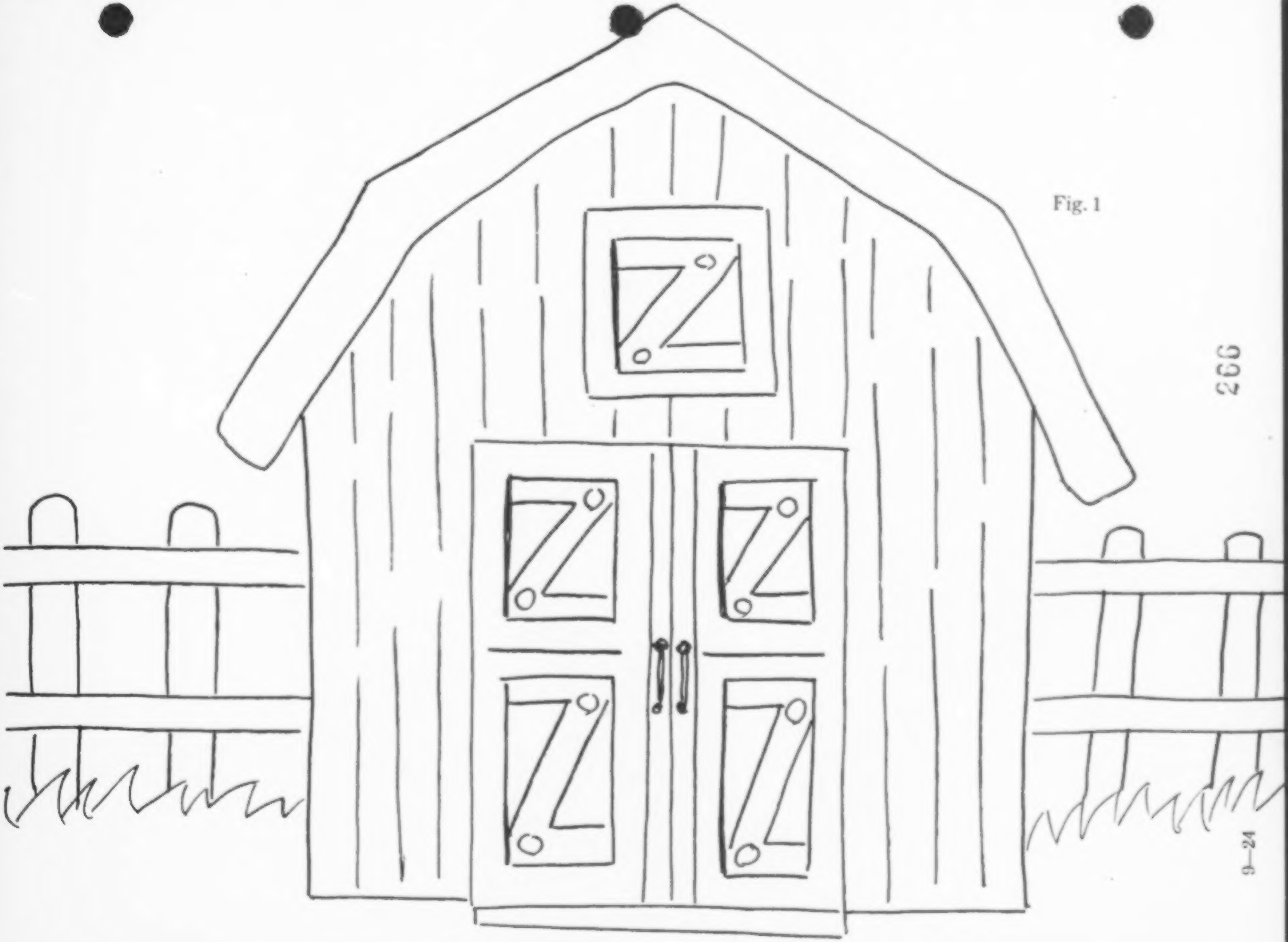

Fig. 1

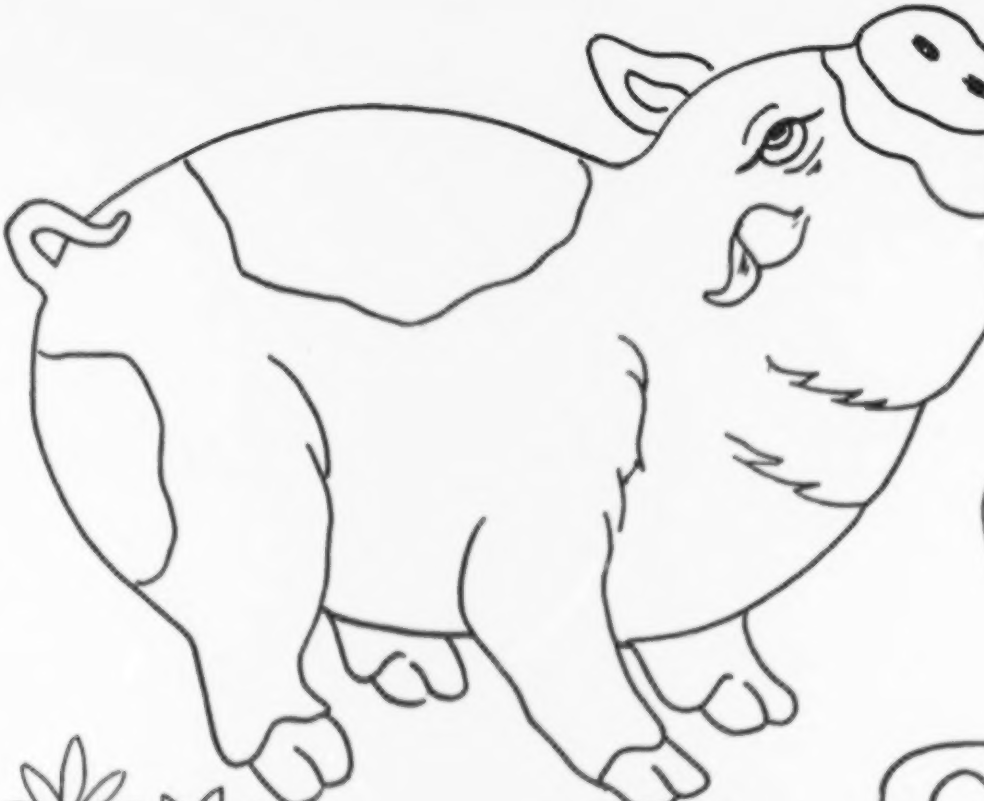

Fig. 4

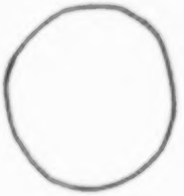

Fig. 5

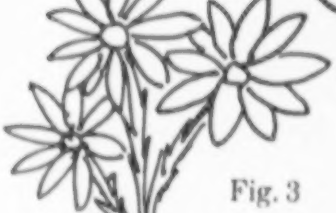

Fig. 3

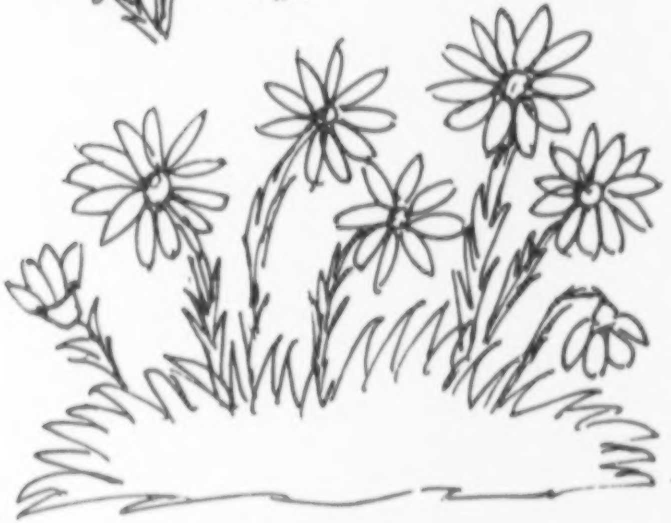

Fig. 2

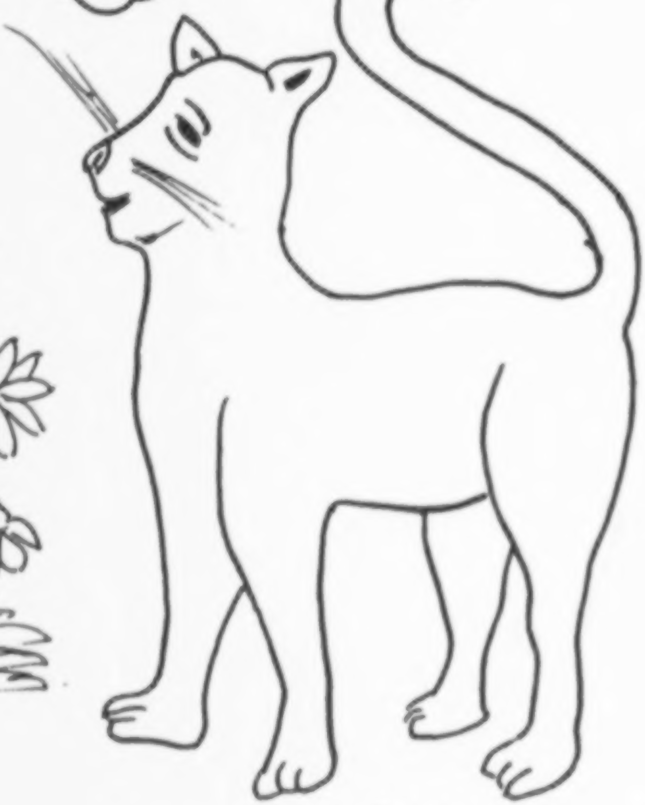

Fig. 6

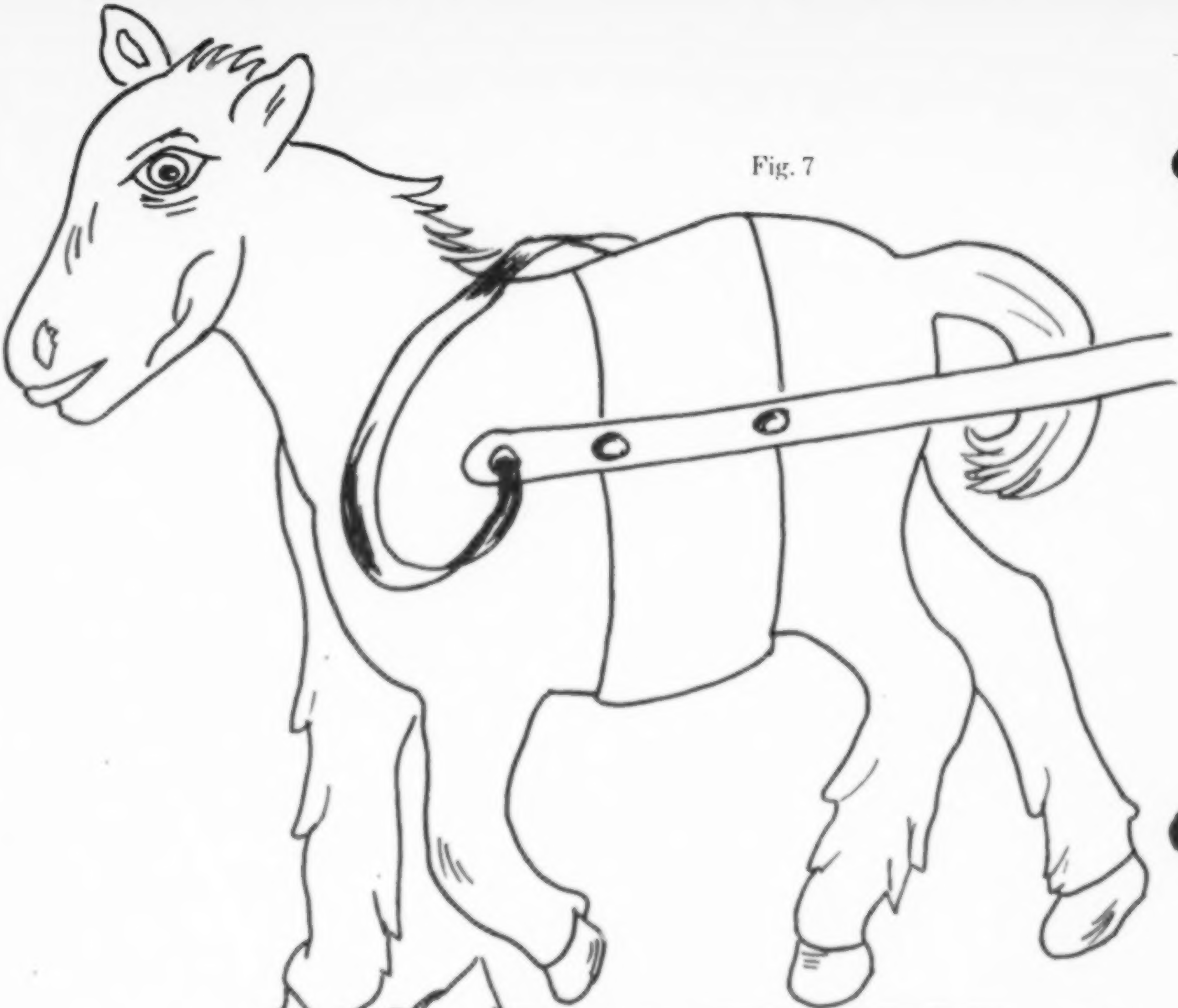

Fig. 7

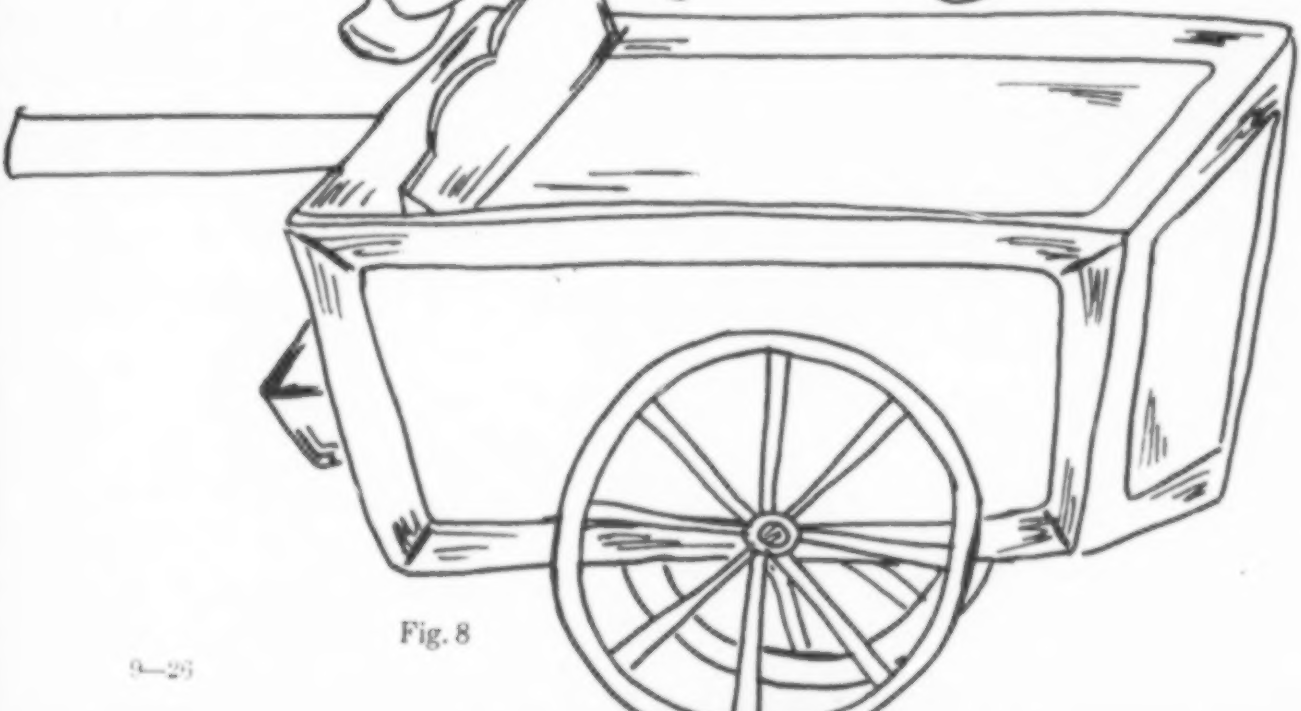

Fig. 8

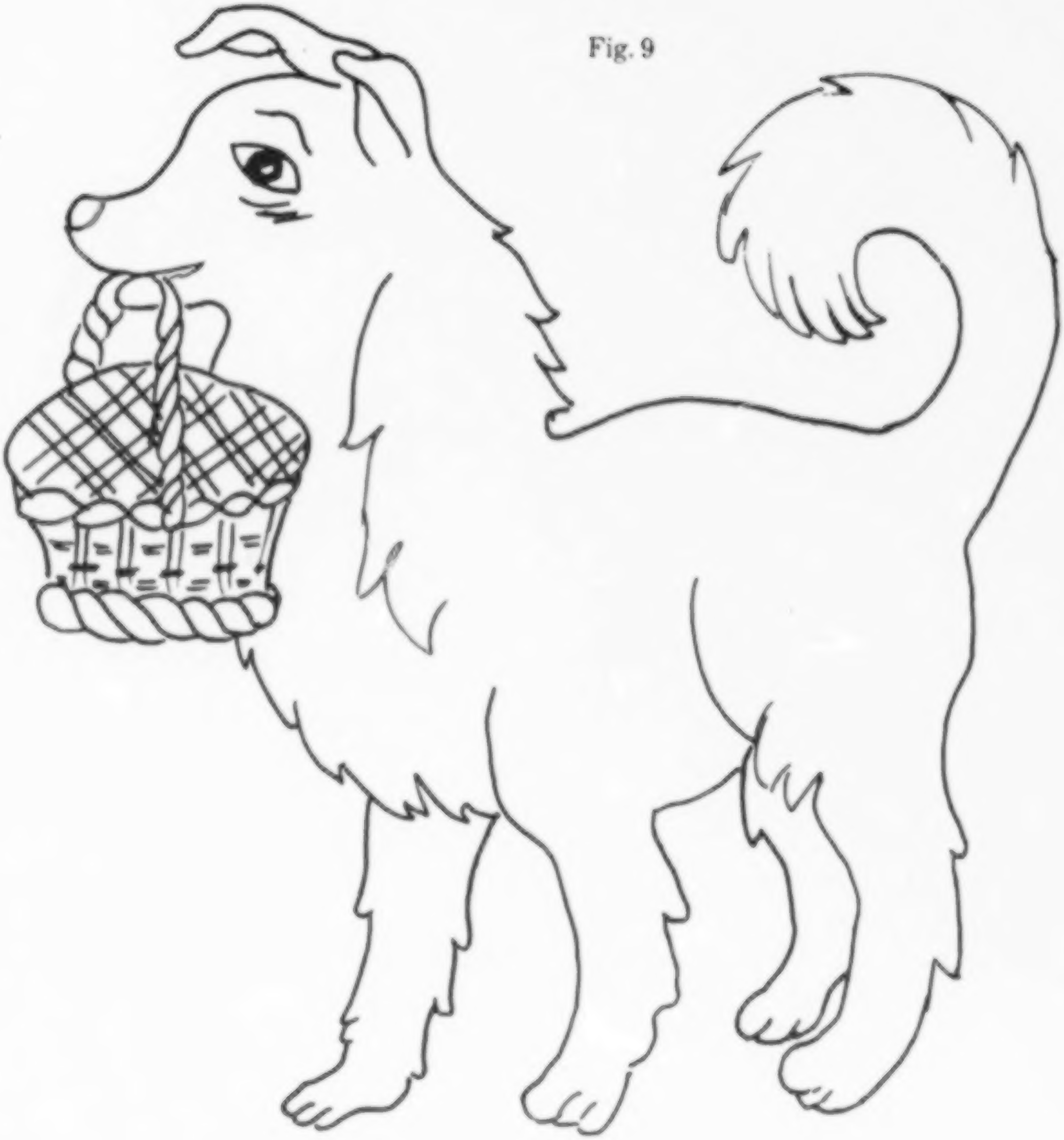

Fig. 9

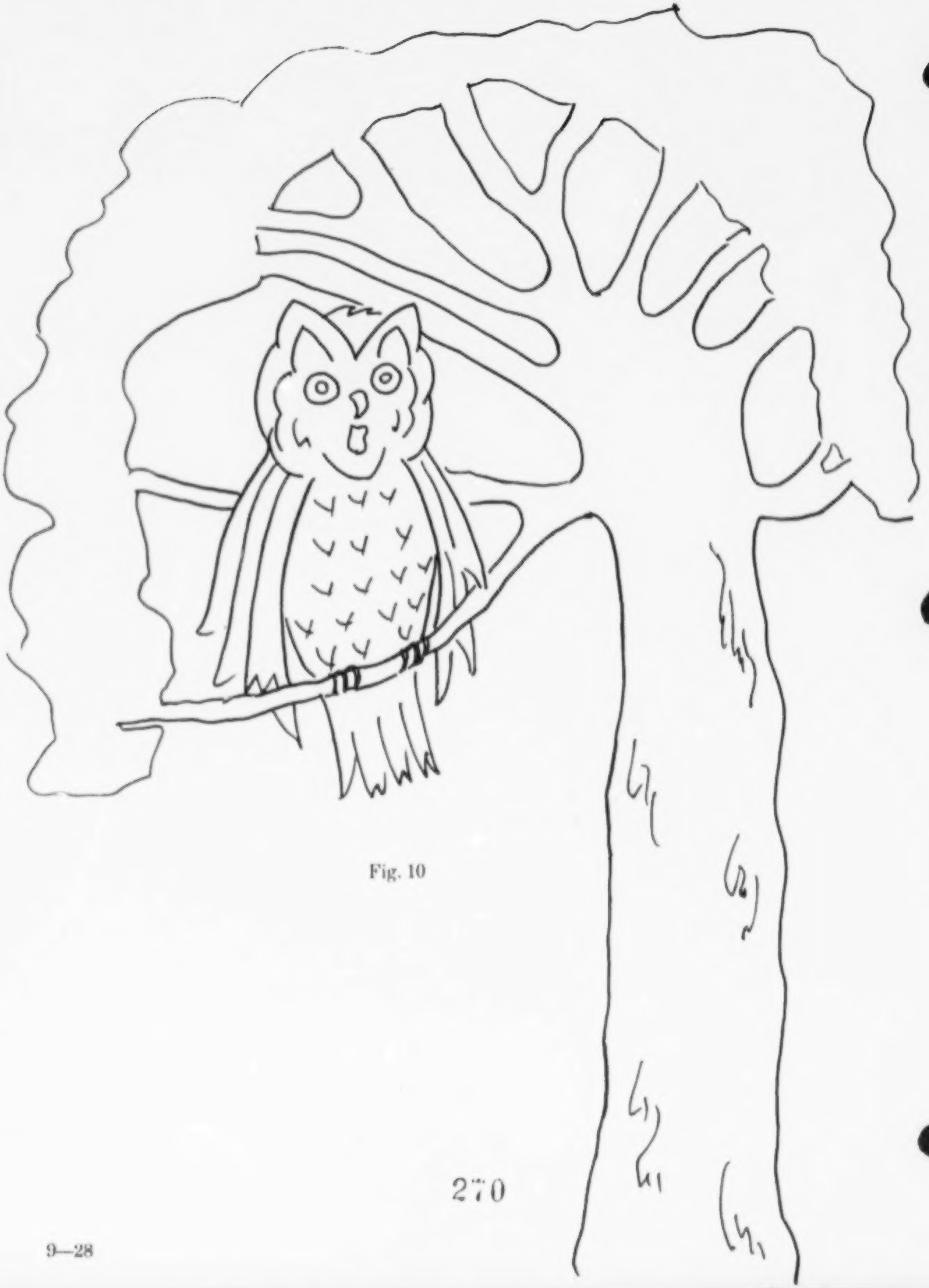

Fig. 10

THE LITTLE DOG WHO FORGOT HOW TO BARK

San Diego City Schools

Kiki was a black and white dog. He had two black ears. His paws were white. He had a black spot in the middle of his back.

Kiki was very unhappy. He had forgotten how to bark. He tried to think how to bark. He tried and tried.

At last he went to Gray Owl. Gray Owl was very wise. He looked at Kiki. He ruffled up his feathers.

Gray Owl said, "I will tell you how to bark. It is like this: WHOO-whooo-oo!"

"No! No!" said Kiki. "That may be the way a gray owl barks but it is not the way a little dog barks."

Kiki ran to White Duck.

White Duck looked at Kiki. She stretched her neck. Then she said, "I will tell you how to bark. It is like this: Quack, quack, quack!"

"No! No!" said Kiki. "That may be the way a white duck barks but I am sure it is not the way a little dog barks."

Kiki ran to Big Pig.

Big Pig was eating corn. He looked at Kiki. He did not want to stop eating corn. He looked cross.

Big Pig said, "I will tell you how to bark. It is like this: Oink, oink, oink! Now run along and play. I am busy."

"No! No!" said Kiki. "That may be the way a big pig barks but it is not the way a little dog barks."

Kiki ran to Turkey Gobbler. Turkey Gobbler spread his tail. It was a big tail. Turkey Gobbler was proud of it.

He said, "I will tell you how to bark. It is like this: Gobble, gobble, gobble!"

"No! No!" said Kiki. "That may be the way a turkey gobbler barks but that is not the way a little dog barks."

Kiki ran to Red Calf.

Red Calf looked at Kiki and said, "I will tell you how to bark. It is like this: Ma-a-a, m-a-a, m-a-a!"

"No! No!" said Kiki. "That may be the way a red calf barks but it is not the way a little dog barks."

Kiki was tired. He lay down under a tree. He thought and thought. Just then he saw another little dog whose name was Spot. Spot was running after Snowball, the Kitten.

Snowball ran up a tree. Spot jumped around and around under the tree. He said, "Bow-wow, bow-wow!"

Kiki jumped up. He said, "Now I remember how to bark. Bow-wow, bow-wow, bow-wow!"

Spot heard Kiki. He came running. Then away they both ran. Kiki was SO glad he knew how to bark again!

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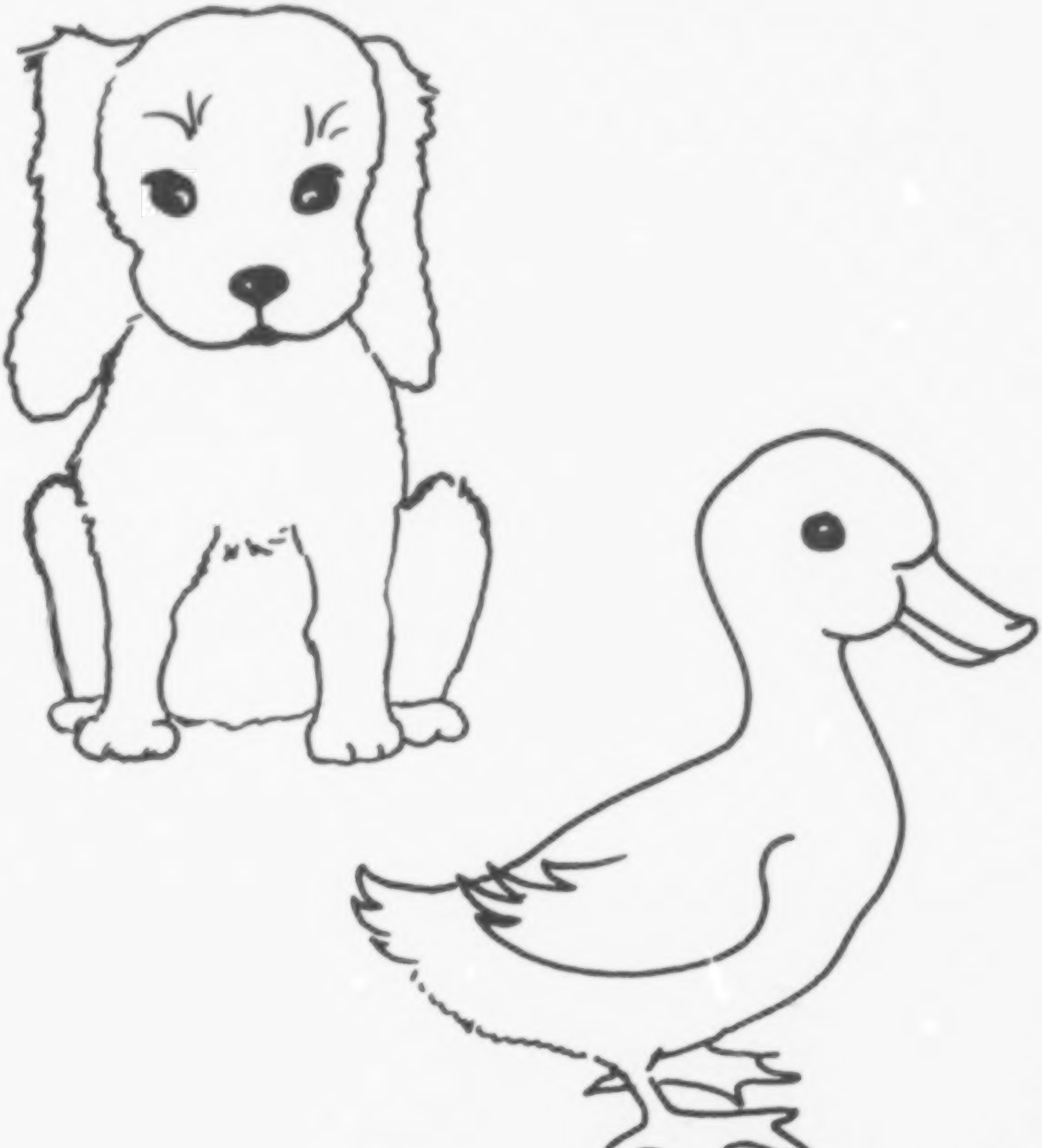

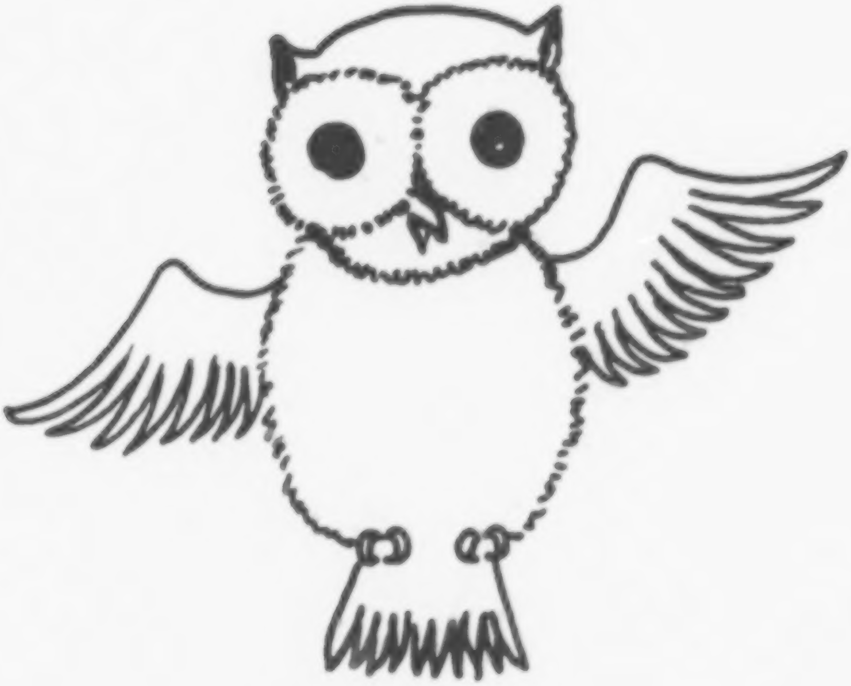

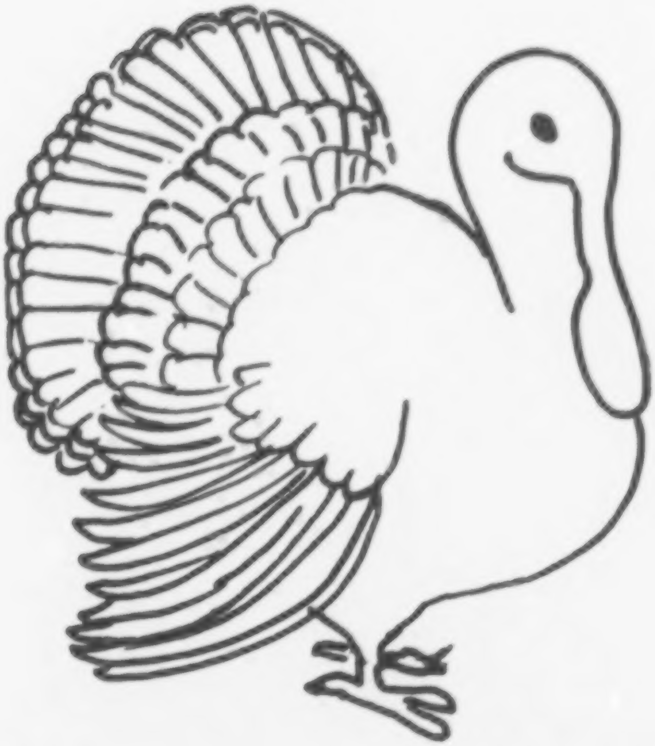

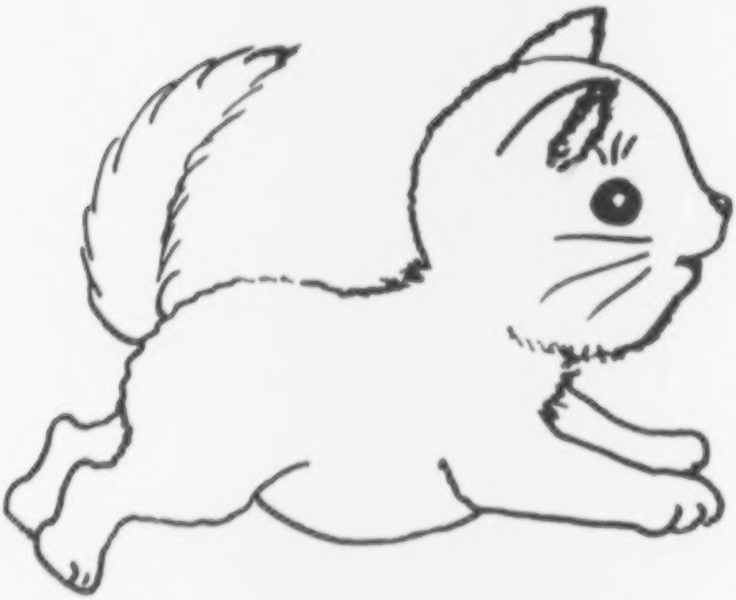

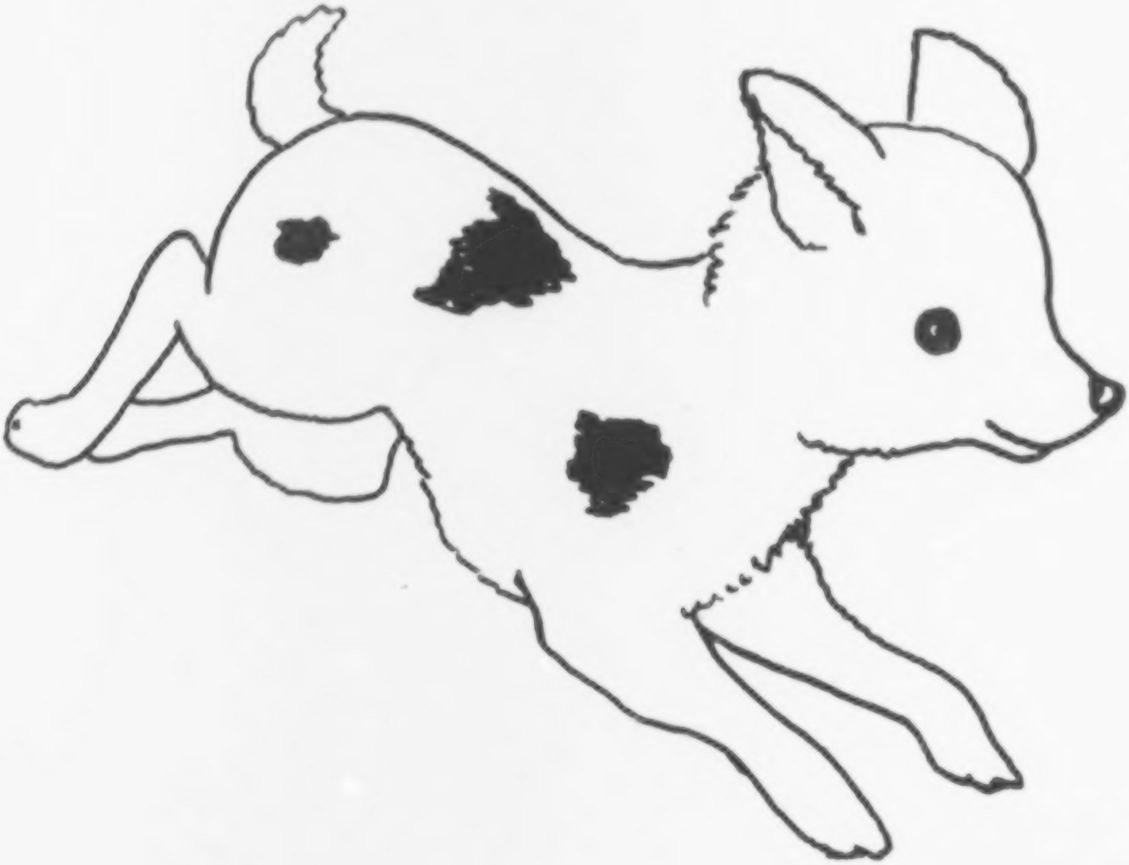

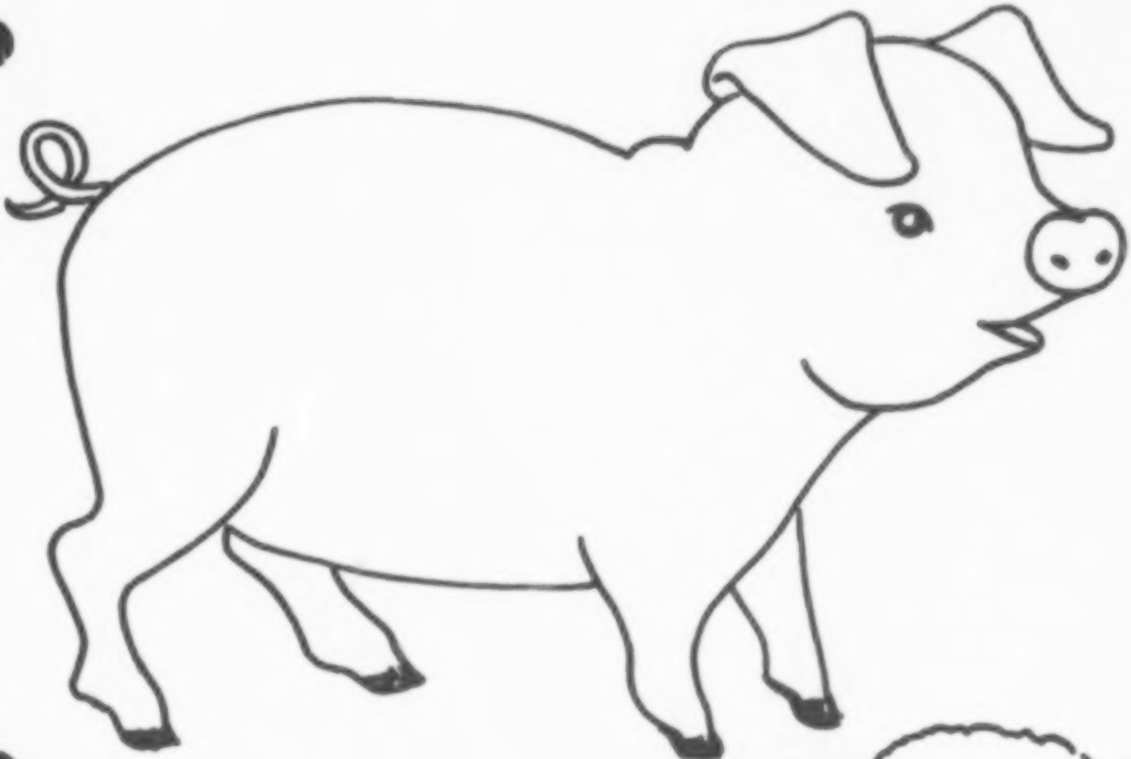

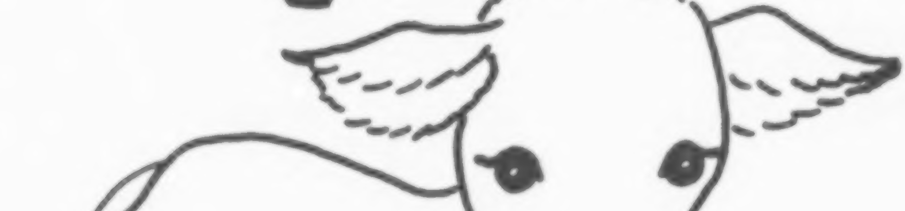

THE NAPPING HOUSE

Materials: Flannel board, felt pieces for bed, grandmother, child, dog, cat, mouse and flea, light blue construction paper, scissors, marker, large plastic storage bag

What to do:
Distribute the pieces to individual children.
Read the Napping House and as each character is called have the children place their felt pieces on the board.
Cut light blue construction paper the same size as a large plastic food storage bag.
Print THE NAPPING HOUSE on the construction paper and place it inside the plastic bag.
Store the flannel board pieces in the large plastic bag with the name of the story showing through.

Something to think about: Leave the flannel board out in the library area all the time and arrange the class collection of flannel board stories so that they are easily used and returned by the children.

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RATTLESNAKE, MOUSE, AND COYOTE
A Mexican Tale

This material from *The Flannel Board Storytelling Book*, copyright 1987, by Judy Sierra, and is included in this Summer Reading Program Manual by special arrangement with The H.W. Wilson Company.

Mouse was running across the mesa, scurrying between the stones, looking for seeds to eat.

"Help! Help!" A tiny voice, faraway and muffled, called from under a nearby rock. Mouse stopped running and listened. "Please let me out!" the voice cried. "Roll this stone over and let me out!"

Mouse pushed the rock with his paws and nudged it with his nose. At last, the rock rolled aside. Out came Rattlesnake, hissing and shaking his tail rattles. As soon as he saw Mouse, he grabbed Mouse tightly in his coils.

"Let me go!" cried Mouse. "It was I who moved the rock aside to let you out. I saved your life."

"You saved my life because you are a kindhearted mouse. I am going to eat you because I am a hungry rattlesnake," Rattlesnake replied.

"But you should be grateful and spare my life. If it weren't for me, you would still be trapped under that rock."

"Rattlesnakes are not grateful," said the rattlesnake.

Just then, Senor Coyote came trotting along. "Hey! Cousin!" cried Mouse. "Is this fair? I saved Rattlesnake's life, and now he is going to eat me."

"What?" asked Coyote. "How did this happen?"

"Rattlesnake was trapped in a hole under that rock," said Mouse. "I rolled the rock aside and let him out. I saved his life, and now he wants to eat me."

"No one says rattlesnakes have to be grateful," said Rattlesnake. "I'm hungry, because I was under that rock for so long."

"I don't understand. This doesn't make sense," said Coyote. "You say Mouse was under the rock?"

"No, I was under the rock!" hissed Rattlesnake.

"Oh, my poor brains," said Coyote. "I can't understand at all . . . Rattlesnake rolled the rock off Mouse . . . ."

"NO! Mouse rolled the rock off me!"

"I just can't understand at all. Please be so kind as to show me exactly what happened."

"I was in here," said Rattlesnake, letting go of Mouse and crawling back into the hole.

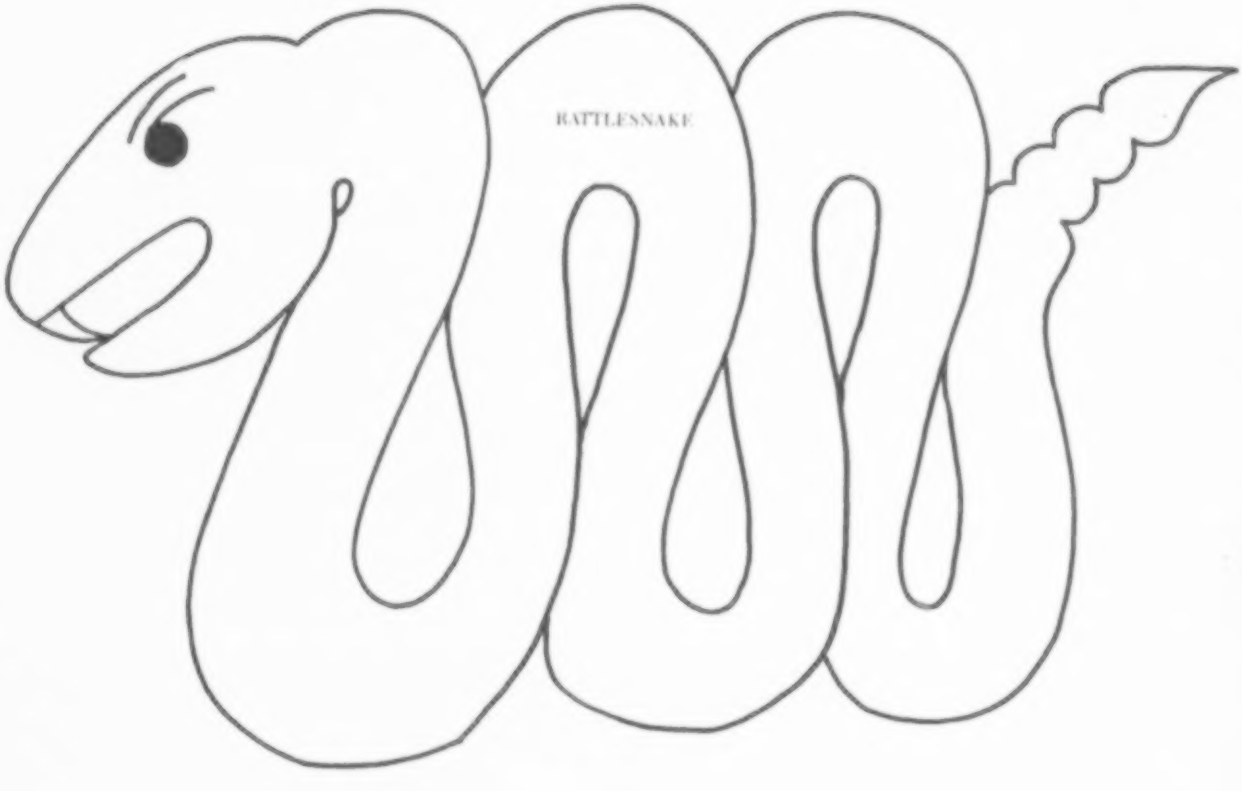
"And this rock was on top of you?" asked Coyote, pushing the rock back on top of Rattlesnake.

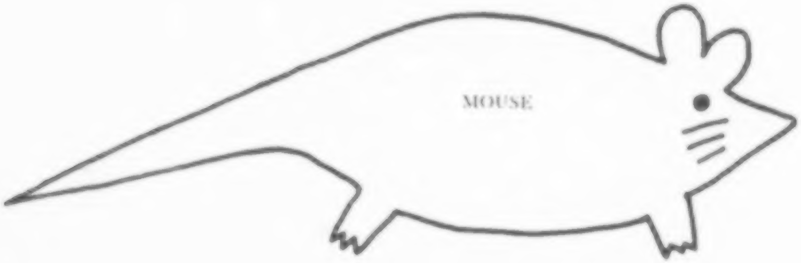
"Yes! Yes! Now let me out!" came Rattlesnake's small voice from under the rock.

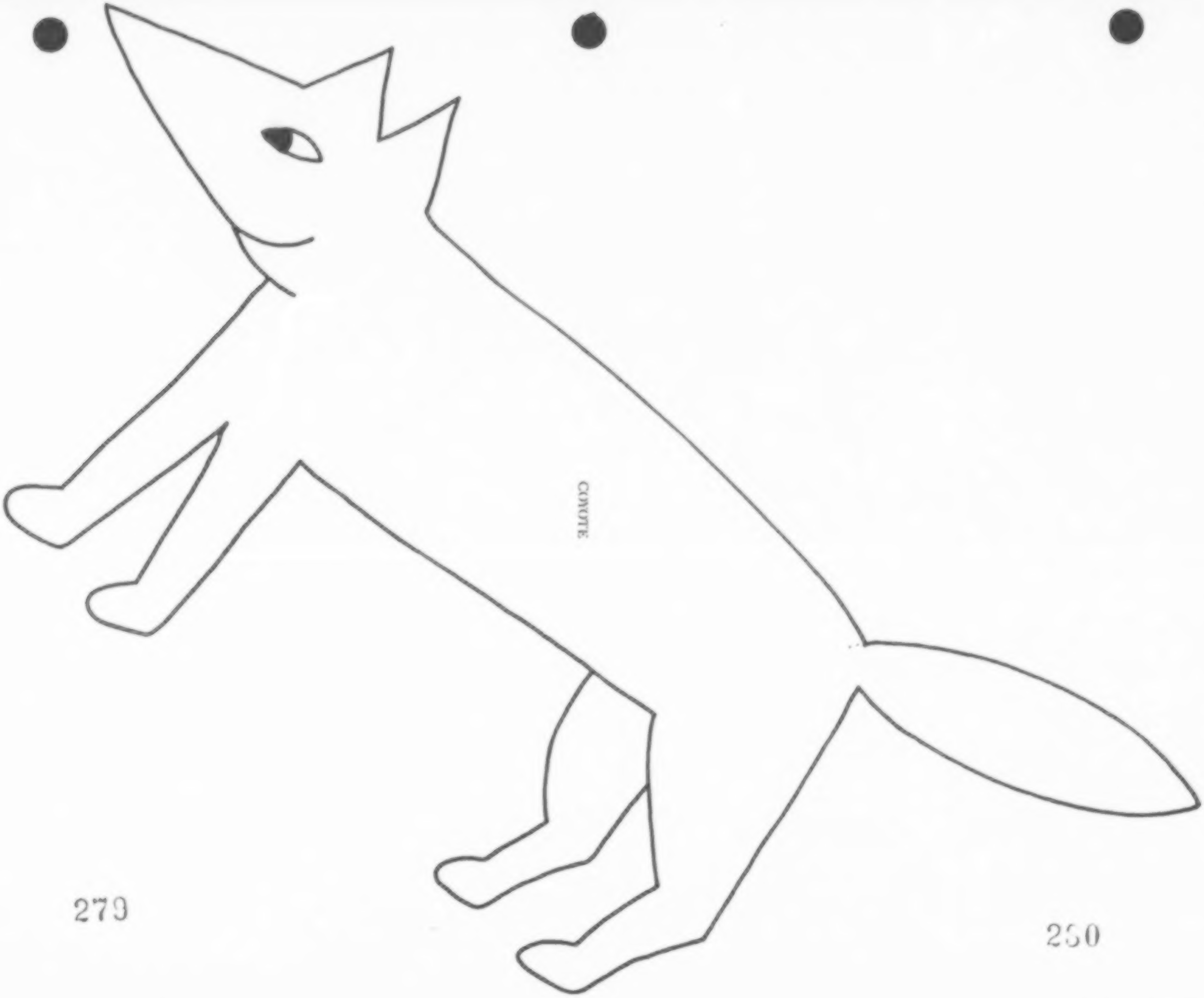
"I will leave that up to Mouse," answered Coyote as he trotted away.

Directions: Cut the rock from felt and place it so it completely covers Rattlesnake before the children see the flannel board. When Mouse pushes the rock aside, pull the felt rock off Rattlesnake and place it to one side, still on the flannel board. Put Rattlesnake on top of Mouse so that it looks as it Mouse is caught in Rattlesnake's coils. When Rattlesnake gets back into the "hole," simply put him in the place he was originally, the cover him with the felt rock.

Follow-up: This is a classic trickster tale, with variants found around the world. It can be used to start a lively discussion of what Mouse should have done to avoid being captured, and whether or not Rattlesnake should have been grateful.


RATTLESNAKE


MOUSE



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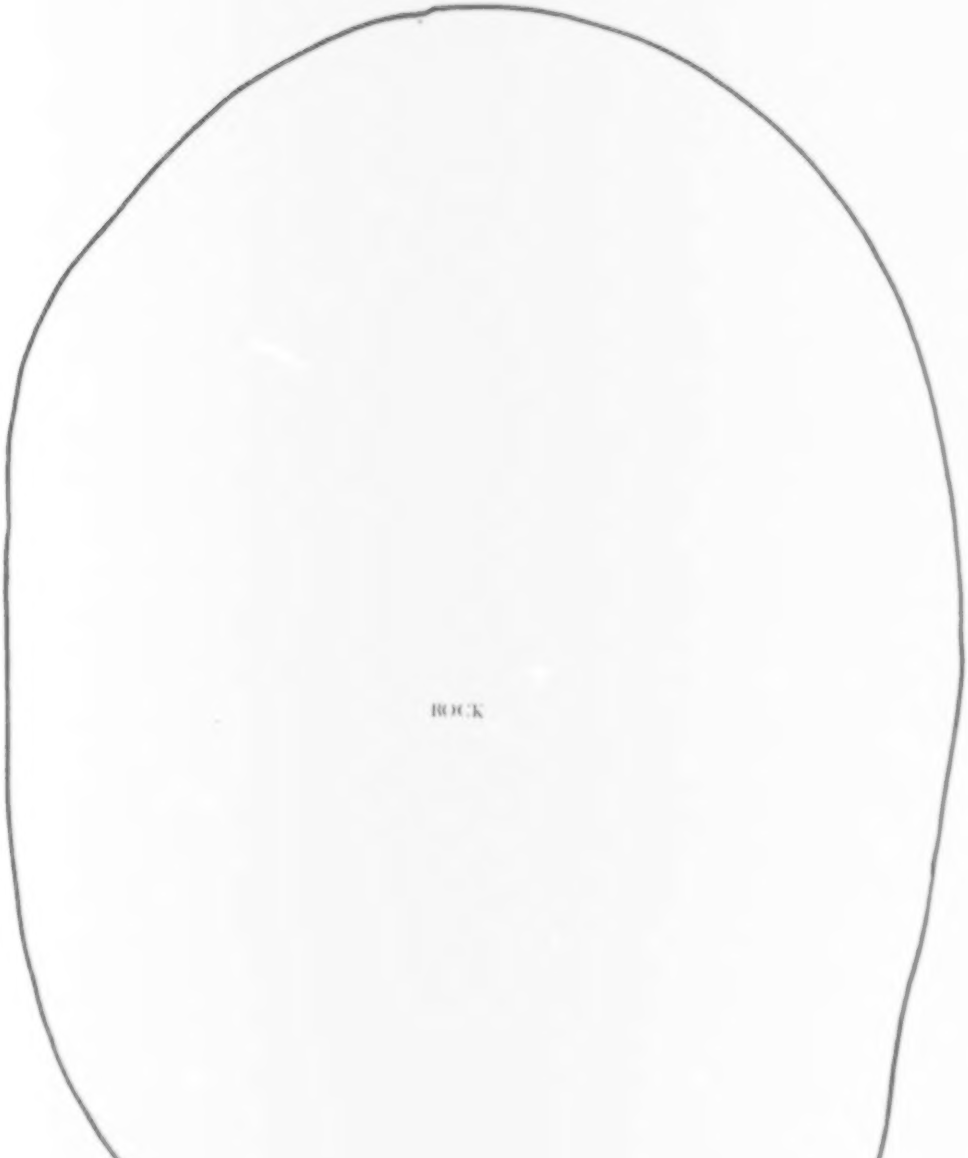

ROCK

THE RICKETY RICK FENCE

by Mary Sherman Knapp

Once there was a farmer with a fence. (Place construction paper fence on flannel board.) One day the farmer went out to the fence and leaned against it. The fence went, "Rickety-rick, rickety-rick, rickety-rick."

"Well," said the farmer, "that fence has a loose nail in it. I'll go back to the farmhouse and get my toolbox and fix it." The farmer brought his best hammer back to fix the fence.

He was all ready to pound the loose nail back in the fence when along came a bumblebee. "Z-z-z-z-z-z--z." (Flannel board bee lights right on the fence.) "Well," said the farmer, "I can't pound the nail back in the fence now. The bumblebee might get mad and go, "Z-z-z-z-z-z-z-z" (storyteller motions possible movement of bee from fence to his face, stopping "Z-z-z-z-z-z-z' suddenly) and sting me. I'd better wait."

Along came a cow. "Moo, moo, moo, moo." She was looking for grass and leaned against the fence. "Rickety-rick, rickety-rick, rickety-rick," went the fence. Pretty soon the cow moved away from the fence to stand in the grass.

Then came the pig. "Oink, oink, oink, oink." The pig leaned hard against the fence. "Rickety-rick, rickety-rick, rickety-rick," went the fence. This made the farmer mad. He turned to the pig and said, "Shoo shoo" (say the aforementioned in a rather fast, disgruntled manner). "Oink, oink, oink, oink," went the pig, and he moved away from the fence.

There was a snake moving through the grass. That snake had all the time in the world. He had no place to go and was taking all afternoon getting there. Slowly and quietly, he said, "S-s-s-s-s-s-s-s." Then he stopped in the grass to rest.

Suddenly, a blowfly flew through the air, "V-vv, v-vv, v-vv." Then he settled down on the other end of the fence. (Place him on the opposite end of the fence from the bumblebee.) When the bumblebee saw the blowfly, he wanted to get a closer look at him. So he went, "Z-z-z-z-z-z-z," and buzzed over to the blowfly. Well, the blowfly didn't like this one bit. He went, "V-vv, v-vv," and flew away. The bumblebee decided to follow him, "Z-z-z-z-z-z-z," and off he went after the blowfly.

The cow, who had been chewing her cud quietly, decided to walk out in the pasture. "Moo, moo, moo, moo."

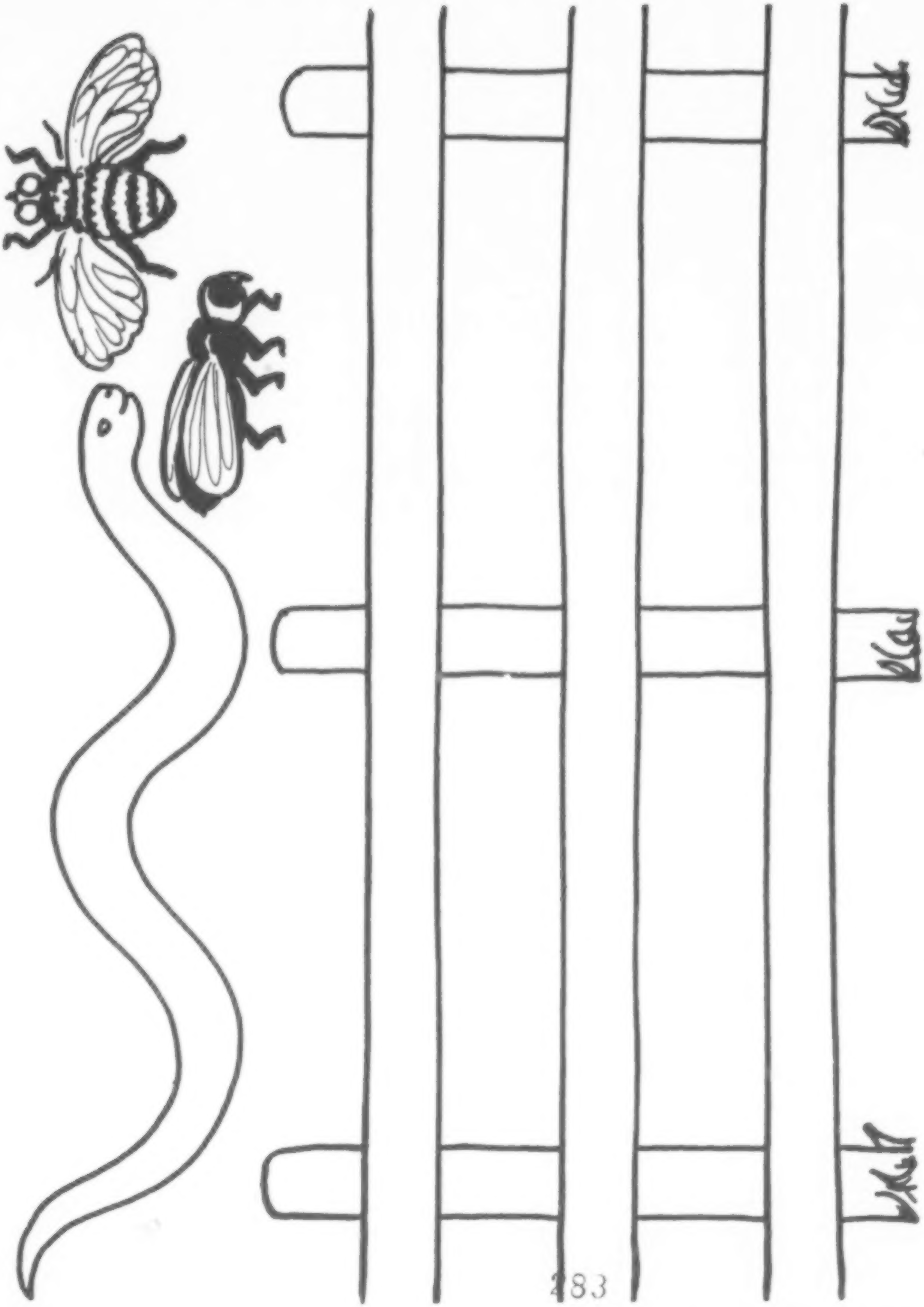
By this time, the pig decided he was hungry and would go back to the pigpen to see if there were any food. You know how pigs are--hungry all the time, "Oink, oink, oink, oink."

But that snake, it had all the time in the world. There was no place in particular to go and no hurry to get there. The sun felt so warm and good. (Slowly and quietly, "S-s-s-s-s-s-s.")

"Now," said the farmer, "I can pound that loose nail back in the fence."

"Pound, pound, pound," went the farmer's hammer. Finally, the farmer pulled the fence, pushed the fence, leaned up against the fence. But the fence didn't go "Rickety-rick, rickety-rick, rickety-rick" any more. The loose nail had been pounded back into the fence.

From: *Storytelling with Flannel Board*, by Dr. Paul S. Anderson. Minneapolis, MN: T.S. Denison & Co., 1963, pp. 264-268. Used by permission.



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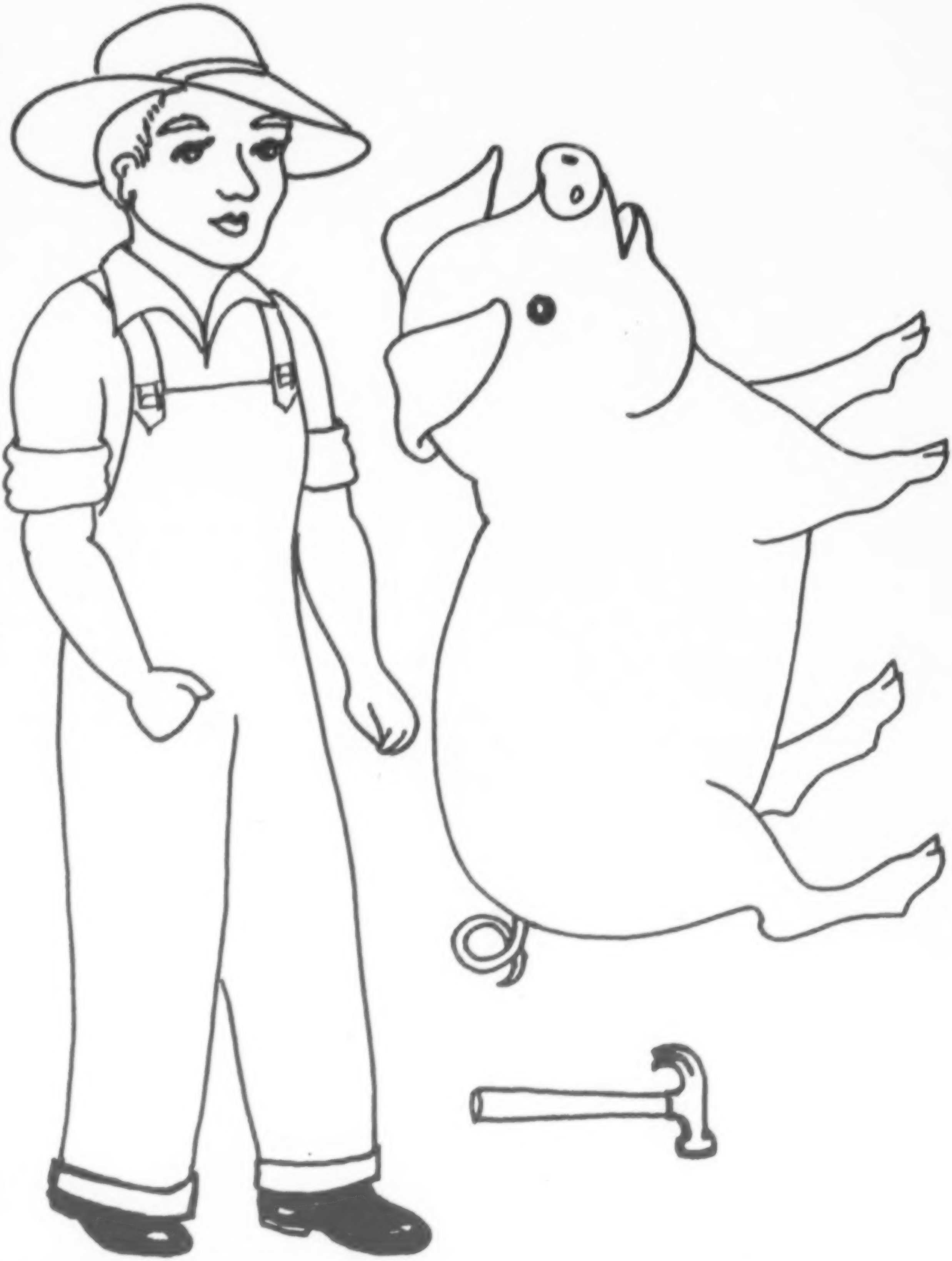

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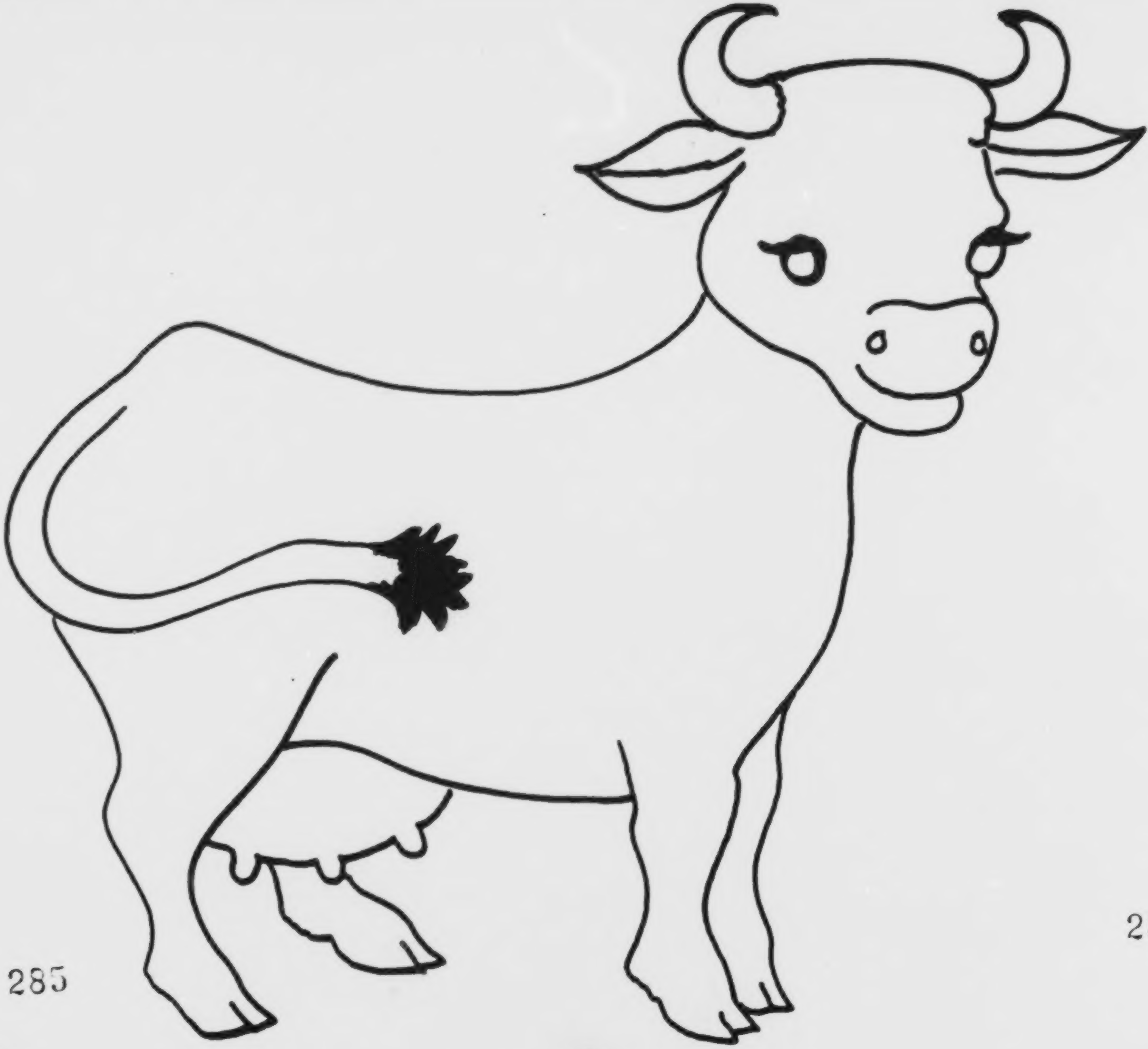

SILAS SNAKE

Storyteller: This is Silas Snake. He is a nice gentle snake. He never bites anyone. He doesn't even have any teeth. He has a lovely long red tongue, though, and when he sticks it out he says, SSSS. But poor Silas Snake is a very sad snake. He doesn't have any friends at all and he gets very lonely.

One morning Silas Snake slid out of bed very early. He said:

Silas Snake: "I am tired of being lonely. Today I am going to find a friend."

Storyteller: Silas slid along through the grass to Mr. Owl's house. Mr. Owl is very wise and Silas Snake asked:

Silas Snake: "Please, Mr. Owl, will you tell me how to find a friend? I am such a sad and lonely snake and I want to find a friend today."

Storyteller: Mr. Owl thought and thought and then he said.

Mr. Owl: "Silas Snake, you do not have a friend because you look so mean. People are afraid of snakes. You must do something to make yourself look friendly."

Storyteller: Before Silas could ask what he could do to look friendly, Mr. Owl closed his eyes and went to sleep. Silas Snake slid on his way. He finally came to a town. He said:

Silas Snake: "Maybe I'll find a way to make myself look friendly in this big town."

Storyteller: Just then he saw a lady coming out of a hat store. She was wearing a beautiful red hat and she certainly looked friendly. Silas slid right up to the lady. He stuck out his long red tongue and smiled and said:

Silas Snake: "S S S S."

Storyteller: The poor lady was scared to death. She screamed:

Lady: "Help! Help! A snake is after me!"

Storyteller: She ran away in such a hurry that her hat fell off. Silas said:

Silas Snake: "That pretty red hat made the lady look friendly. I think I'll just put it on and see if it will make me look friendly."

Storyteller: And that's just what he did. He looked at himself in a store window.

Silas Snake: "I declare, I look friendly in this red hat. Now I'll find a friend."

Storyteller: He saw a little boy waiting to cross the street and he slid right up to him. He stuck out his long red tongue and smiled and said:

Silas Snake: "SSS See my pretty red hat."

Storyteller: That little boy took one look at Silas Snake and ran away crying.

Boy: "Mama, Mama! Help! Help! A snake is after me."

Storyteller: Silas Snake said:

Silas Snake: "I guess that little boy doesn't like red hats. I'll just go in this hat store and buy me a blue hat."

Storyteller: And that's just what Silas did. He put the blue hat on top of the red hat. He looked at himself in a store window and said:

Silas Snake: "I declare I look friendly in my red and blue hats. Now I'll find a friend."

Storyteller: He saw a fate man sitting in the sun eating peanuts, and he slid right up to him. He stuck out his long red tongue and smiled.

Silas Snake: "S S See my pretty hats."

Storyteller: That man took one look at Silas Snake, threw his peanuts up in the air and ran away yelling.

Man: "Help!"

Storyteller: Silas Snake said:

Silas Snake: "Well, I never! I guess that man doesn't like red and blue hats. I'll try one more time. I'll buy me a yellow hat."

Storyteller: And that's just what Silas did. He put the yellow hat on top of the blue hat on top of the red hat. He smiled at himself in the store window and said:

Silas Snake: "I do declare! I look mighty friendly now in my red and blue and yellow hats. Now I'll find a friend."

Storyteller: Just then he saw a little girl walking along pushing her doll buggy and he slid right up to her. He stuck out his long red tongue and smiled and said:

Silas Snake: "S S See my pretty hats."

Storyteller: That little girl took one look at Silas, snatched up her doll and ran away yelling:

Girl: "Help! Help! A snake is after me!"

Storyteller: Silas Snake said:

Silas Snake: "Well, I never! I guess the people in this town don't like snakes wearing hats."

Storyteller: Silas Snake curled up in a ball and began to cry. He had tried so hard to look friendly, but nobody wanted to be his friend. Poor Silas. Just then he heard a noise, "S S S S." When Silas look up there was a beautiful green girl snake. She stuck out her long red tongue and said:

Serita Snake: "My name is Serita Snake. Your hats are beautiful and you are a friendly looking snake. Would you like to be my friend?"

Storyteller: Silas Snake had finally found a friend! Serita Snake would be his friend. He was so happy that he have her his yellow hat and they slid away together. Silas Snake will never be lonely again.

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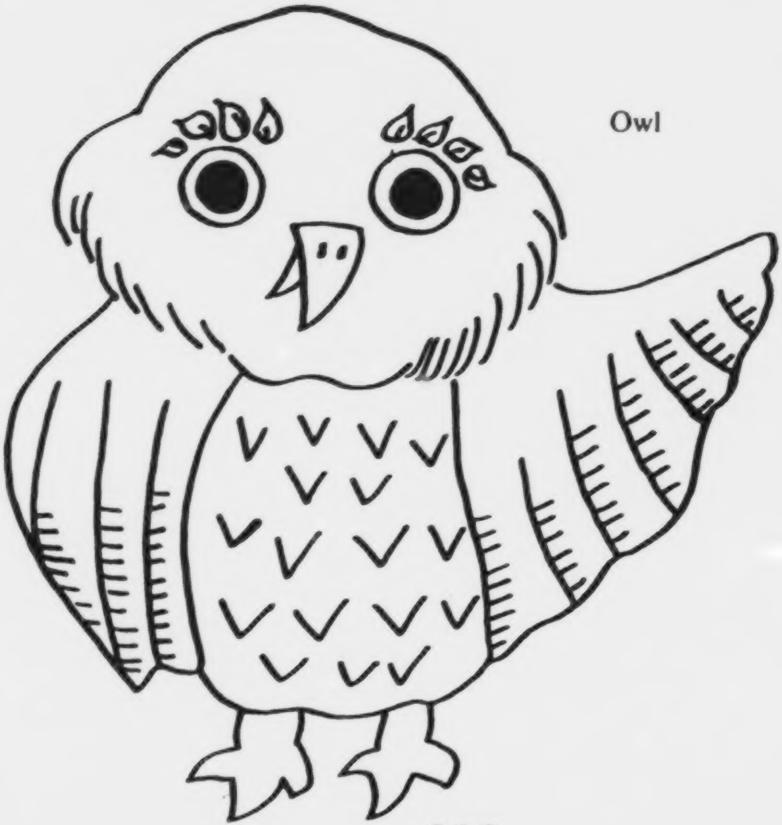
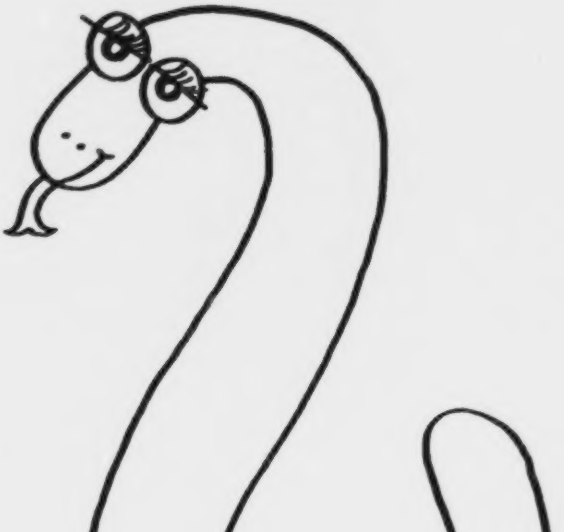
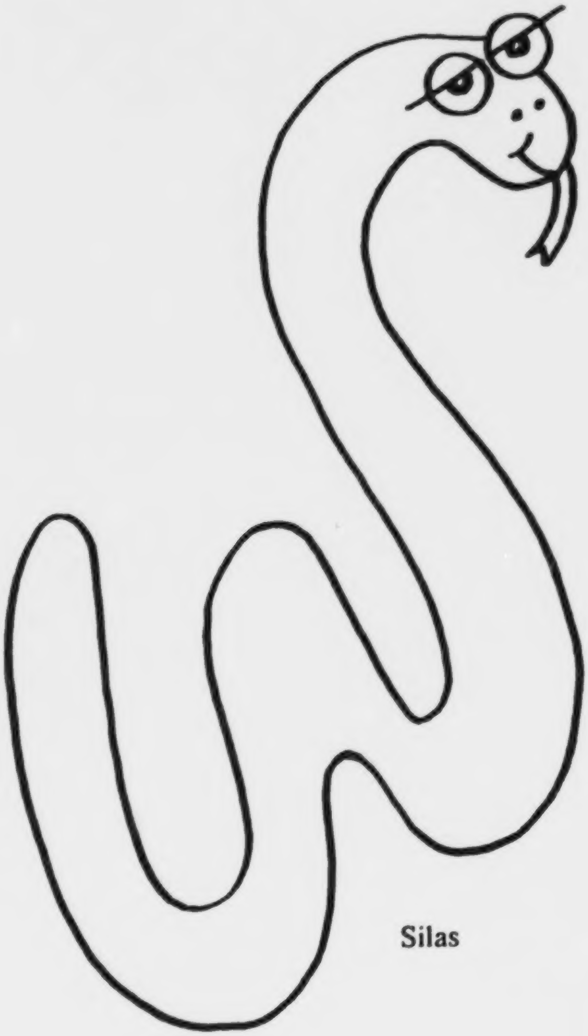


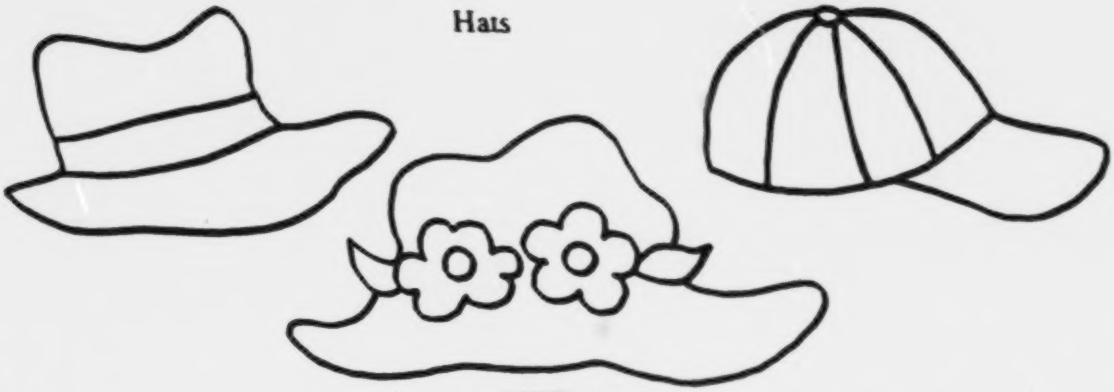
Owl



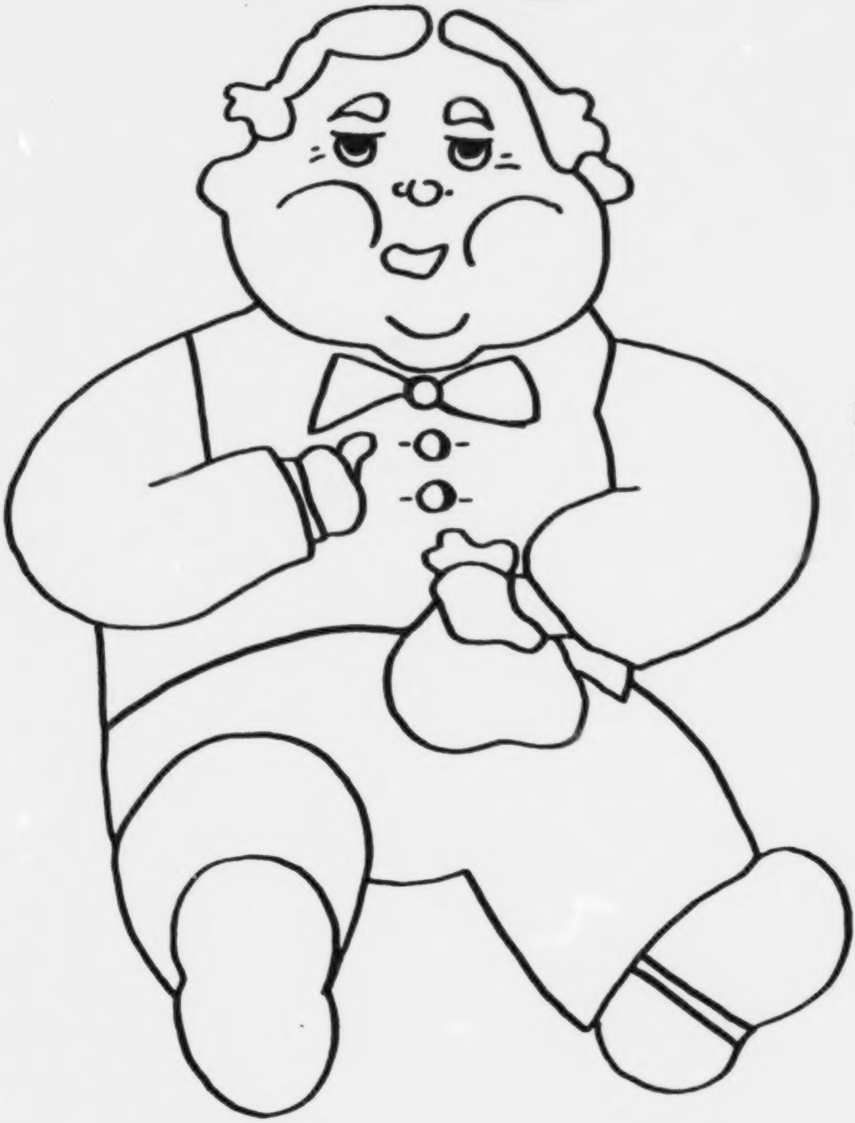
Serita



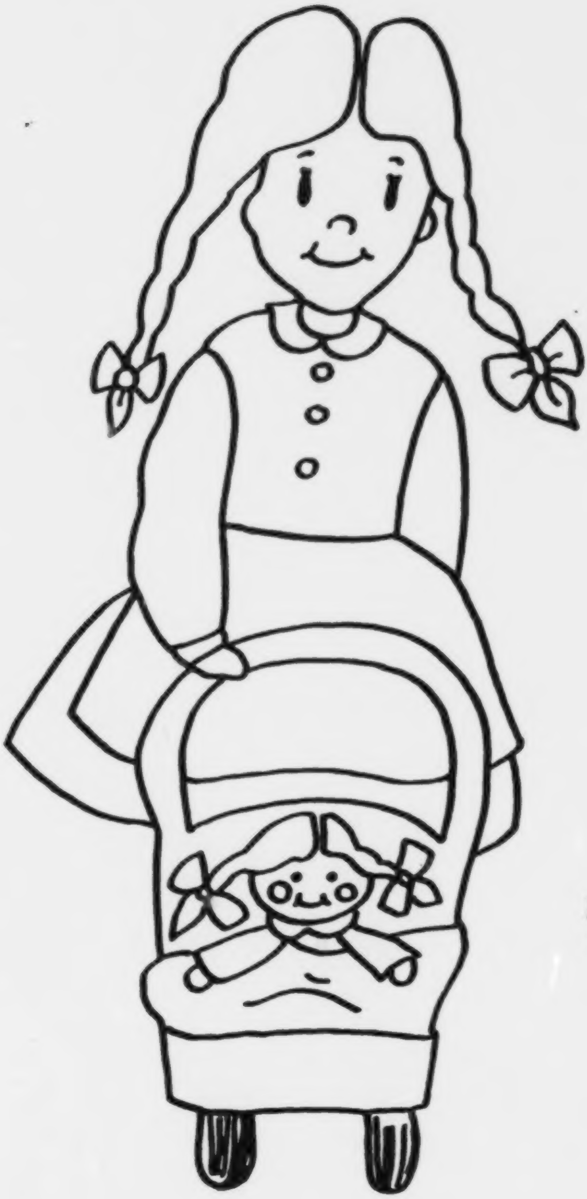
Silas



Hats



Fat
Man



Little
Girl

Games Riddles and Puzzles

AUCTION

Where to Play: Indoors

Number of Players: At least 5 players to imitate the atmosphere of a real auction!

Equipment: Small party favors (one for each player), tissue paper or gift wrap; tape; peanuts (non-greasy kind; 15 for each player)

Object of the Game: To "purchase" a favor at auction using peanuts in place of money

Before the "bidders" arrive, wrap all the party favors in paper and place them on a table. An adult should function as the "auctioneer" and will sit at the table with the objects.

The players should be seated in front of the table. Fifteen peanuts, representing fifteen dollars, are distributed to each one.

The auctioneer opens the "sale" by asking for bids on the first object, suggesting one peanut as the opening bid. The bidders will probably need to be prompted about proper auction etiquette: don't bid too much at once, but don't bid too little or you may have difficulty buying anything.

As favors are purchased, players should not open them until told to do so by the auctioneer. If it is necessary, less successful players may be reassured that everyone will get favors at the end of the game.

When all the favors have been sold, the auctioneer announces that the auction has closed and that no player will be allowed to keep more than one favor. All those who bought more than one must be asked to choose one to keep and to return the others.

The remaining favors should be distributed among the players who failed to make a purchase at auction.

Title: HOPSCOTCH, HANGMAN, HOT POTATO, & HA HA HA
By: Jack Maguire
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CATEGORIES

Where to Play: Anywhere

Number of Players: 4 or more

Equipment: Pencil and paper for each player

Object of the Game: To think of the greatest number of items belonging to a chosen category within a given time limit

From among the group of players, a list of about twenty categories should be drawn up. Players can divide up the number of categories to be chosen: if there are five players, each may select four categories.

Each player writes the names of all the categories at the top of his or her paper. To begin, one player chooses a letter of the alphabet at random. (A different player begins the next round by selecting a new letter.)

The players have a given amount of time—usually five or ten minutes, depending on their abilities—to write down as many words as possible that start with the chosen letter and correspond to each of the categories. For example, if the letter N is chosen and one of the categories happens to be *States*, correct answers would include Nebraska, Nevada, New Hampshire, New Jersey, New York, North Carolina, and North Dakota.

At the end of the time limit, players should trade lists for scoring. All the answers are read aloud. For each correct answer a player receives 1 point. An answer that no one else has thought of receives 2 points.

The player with the most points after a predetermined number of rounds is the winner.

Variation: A less complicated version of this game is First Names First, in which the only category is first names. Instead of randomly choosing a letter of the alphabet, a first name is selected. Players must think of more names that begin with each of the letters in the given name. For example, if Pam is suggested, other correct answers would be Patricia, Anne, and Mary.

P	A	M
Patricia	Anne	Mary
Paula	Alice	Michelle
Penny	Alison	Margaret

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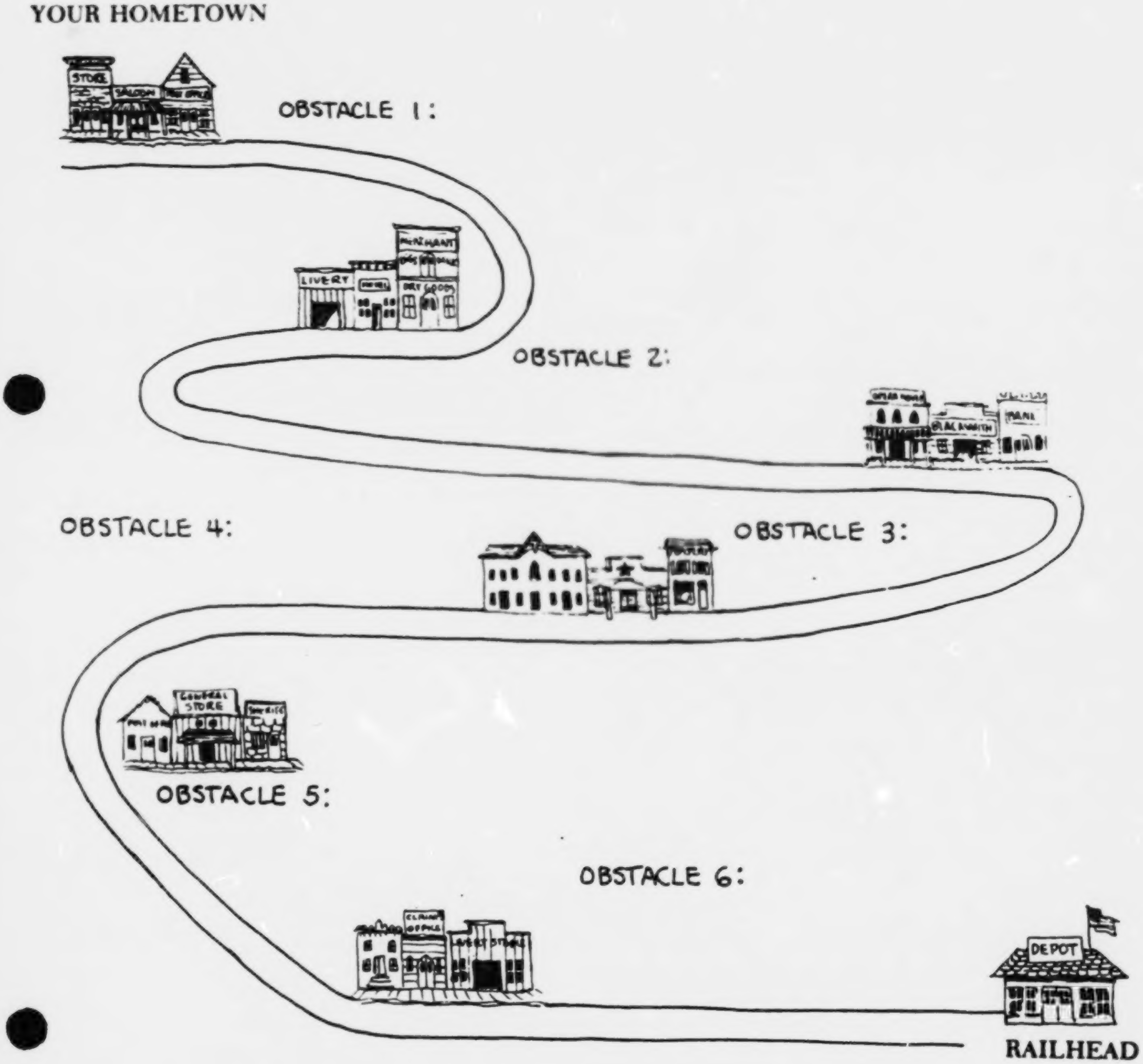
CATTLE DRIVE

From: *Cowboys: An Activity Book* by John Artman © 1982 Good Apple

CATTLE DRIVE

You are to plan a cattle drive. Some other cowboys and you are driving a herd of cattle from your hometown through five other towns until you reach the railhead and sell your cattle. Between each town you will have Indian trouble or rustlers will attack or there will be obstacles like rivers or a desert to cross. There may also be stampedes. Label and illustrate each problem or obstacle in the spaces between each town.


YOUR HOMETOWN
STORE
SALOON
OBSTACLE 1:
LIVERY
DRY GOODS
OBSTACLE 2:
BLACKSMITH
BANK
OBSTACLE 3:
OBSTACLE 4:
GENERAL STORE
OBSTACLE 5:
OBSTACLE 6:
DEPOT
RAILHEAD

THE FARMER IN THE DELL

Song:

1. The farmer in the dell,
   The farmer in the dell,
   Heigh-o, the derry-o,
   The farmer in the dell.

2. The farmer takes a wife, *etc.*
3. The wife takes a child, *etc.*
4. The child takes a nurse, *etc.*
5. The nurse takes a dog, *etc.*
6. The dog takes the cat, *etc.*
7. The cat takes a rat, *etc.*
8. The rat takes a cheese, *etc.*
9. The cheese stands alone, *etc.*

Action: Children join hands and form a circle. One child is picked as the farmer, and stands in the middle of the circle. The children circle the farmer while singing, and on the last line, the farmer picks another child to also stand in the middle of the circle as the wife. The wife then picks a child, and so on.

INDIAN GAMES

The American Indian loved games. They played many games. Some were very strenuous. These were the games of archery, horse racing, football, and lacrosse. But they also had other games, usually games of chance, that were not so strenuous but still a great deal of fun to play. Following is a list of these games and how they were played:

The "Guessing Game" can be played from two to twelve people. Hold a small object in your hand so as to conceal it. The others attempt to name the object by asking questions about the color of the object, its size, its use, its price, etc. The first person to guess what the object is becomes the new player to hold an object in his hand.

In the "Stick Game", put twelve pencils behind your back and divide them between the right and the left hands. The children must guess how many sticks are in each hand. If six people fail to guess the number of sticks in each hand, the person holding the sticks wins the game. But if someone guesses the number of sticks before six turns are completed, that person takes the pencils (sticks) and divides them behind his back. The game continues until someone wins.

To play the next "Stick Game", divide the children into two groups. Provide four piles of colored, shredded paper. The first group takes a pencil and passes it from player to player. At any time, a player may step out of the group and attempt to hide the pencil under one of the four piles, trying to fool the other team into guessing which pile he hides the pencil under. The leader of the other team must pick the correct pile. If he chooses correctly, his team wins a point and they get the pencil. If he is not correct, the team with the pencil gets a point and starts over again. Five points wins the game.

Another favorite Indian game was the "Ball Race." Divide the group into teams of six. Make a path wide enough for two students pushing balls forward with their feet. To start, take a member from each team. Each has a ball. At the signal of "Go" each student starts attempting to guide his ball up the path. If the ball goes off the path, that student must start over. The object is for each team to have all six of its members push their balls up the path to the end. As soon as one member of the team reaches the end of the path, another member of that team starts his ball up the path. The team getting all six of its balls up the path to the end first, wins the game. Remember, the ball must be pushed by either foot at any time (no kicking).

The Indians played many "Dice Games." The dice we use today are cubical but those of the Indians were two sided. These stick dice were usually about four inches long. You can easily make similar dice. Paint one side of each of three dominos white. Paint the other side red. Or you can paint three small similarly shaped pieces of wood. Use beans or corn kernels as chips which are also needed to play this game. Two people play. Each person picks up the three dice and casts them on the floor. After one person casts the dice, his opponent then casts the dice. One student is red, the other white. Each time the dice are cast the students count the number of red and white sides. One point is awarded for each color shown.

Indian boys loved "Tops." The tops were made out of wood, bone, clay or horn. Usually the Indians spun their tops on ice. They competed to see who could keep his top going the longest time. In one top game a boy starts his top spinning and then runs around a large object or around a path. The object is to run back to the top before it stops spinning. The person who keeps his or her top spinning the longest time wins the game.

From: *Indians: An Activity Book*, by John Artman. Carthage, IL: Good Apple, Inc.

THE LAST BITE

A farmer was on his way to market with his prize duck and a sack of corn when he found a wild wolf. He decided to capture the wolf to take to the zoo. He needed to cross a river, but his small boat could hold only himself and one item. How did he cross without leaving the wolf alone to eat the duck or the duck alone to eat the corn? *Answer:* On trip one, he took the duck across and left it there. On trip two, he took the wolf across, *but brought the duck back to where he started.* On trip three, he left the duck and took the corn across. On trip four, he took the duck across!

Lula ate something for dinner. First, she threw away the outside and cooked the inside. Then she ate the outside and threw away the inside. What was it? *Answer:* Corn on the cob.

A hungry monkey was tied to a rope ten feet long. Thirty feet away, there was a big bunch of bananas. How did the monkey get to them? *Answer:* He walked right over to the bananas. (*Who said the other end of the rope was tied to anything?*)

A man was locked in a room for six months with nothing but a mattress and a calendar. How did he manage to survive? *Answer:* He drank water from the springs in the mattress and ate the dates off the calendar.

Every morning, a farmer had eggs for breakfast, but she didn't own any chickens, and she never got eggs from anybody else's chickens. Where did she get the eggs? *Answer:* From her ducks.

Riddles from OH, HOW WAFFLE! RIDDLES YOU CAN EAT. Text © 1993 by Judith Mathews and Fay Robinson. Illustrations © 1993 by Carl Whiting. Used by permission of Albert Whitman & Company. All rights reserved.

PIN THE TAIL ON THE PONY

contributed by Sarah Abraham-Crump, DeSoto Parish Library

Hang a large picture of a pony or a horse on the wall. Give each participant a numbered tail with a piece of masking tape on the end. One at a time, blindfold and spin each participant around three times. Then face the person toward the wall. Each one then walks to the wall and tries to pin the tail on the pony. The one whose tail comes closest to the right spot wins the game.

PONY EXPRESS

The Pony Express carried mail across country by handing it off from one carrier to another at designated points between St. Joseph, Missouri, and Sacramento, California. The mail went on to San Francisco by boat.

Recreate the Pony Express for your children. Mark a paper bag MAIL BAG and fill with treats. Children sit in a long line, as far apart as possible. The mail must go through. Set the bag by one seated child who must get it to the next child without using hands or feet. The last one in line can open the bag and share.

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PONY EXPRESS

(Maze is on next page)

From: Phillips, Dave. *Hidden Treasure Maze Book.* New York: Dover Publications, Inc., 1983. Used by permission.

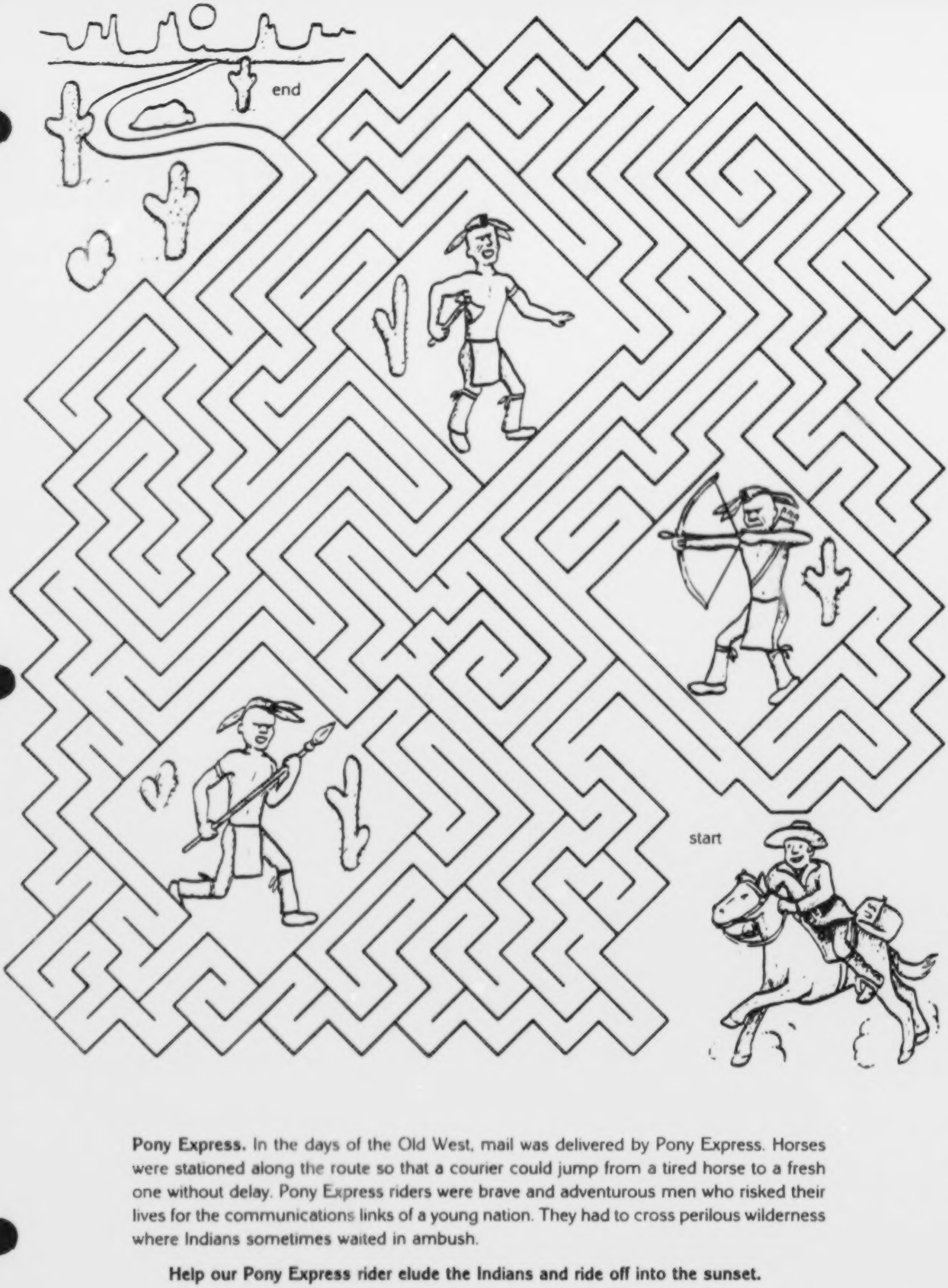
PRETEND FARM

Materials: Farm props—barn, plastic farm animals, tractors, trucks, etc.
Procedure: Provide the children with the props. After helping set up the farm, leave them to play creatively on their own.

Reprinted with permission from *Where is Thumbkin?*, 1993, Gryphon House, Inc., Box 207, Beltsville MD 20704: p. 38.

PRISONER'S ESCAPE

Tie a piece of string on the wrists of one person. Loop a second piece of string through the string tied on the wrists of the first person and tie the ends to the wrists of a second person. They are now locked together. Challenge them to get apart without breaking or untying the string. The solution is to push the center of the first person's string up through the inside of the loop on the second person's wrist, put back over the second person's hand, then pull through the wrist loop.



Pony Express. In the days of the Old West, mail was delivered by Pony Express. Horses were stationed along the route so that a courier could jump from a tired horse to a fresh one without delay. Pony Express riders were brave and adventurous men who risked their lives for the communications links of a young nation. They had to cross perilous wilderness where Indians sometimes waited in ambush.

Help our Pony Express rider elude the Indians and ride off into the sunset.

PULL THEM INTO A CIRCLE

Pull your wagons into a circle so you won't get ambushed. Each wagon on the wagon train contained an individual family. Have the children roll hand over hand during first two lines. Leader points to a child on the last two lines so each can tell his or her name.

Westward wheels a rollin'
On the wagon train.
Who's inside your wagon?
Tell me, what's your name.

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RIDE 'EM, COWBOYS!

Sing this song as a round to the tune of "Row, Row, Row Your Boat." Kids will enjoy riding their stick cow ponies around the gum or playground as they sing . . . or have them simply slap their thighs to make a galloping sound while singing.

Ride, ride, ride the range,
Round up all the cows.
Yippee-ki-yo, yippee-ki-ya,
Let me show you how!

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A ROPING FOOL

The most useful tool a cowboy had was his rope or lariat. Give your cowhands a piece of rope. Go outside and let them try to twirl it. Teach them the following chant to say while roping:

Like every cowhand,
I'm a ropin' fool.
No cowhand's ever
Without his tool.
I swing it to the left
And swing it to the right.
My swinging rope is a
Whoop-de-do sight!
I swing it up and swing it down.
I swing it around and around.
I swing fast with a big hurrah,
Then shout a great big "Yee-ha!"

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SNAKES

by Barbara Brand, St. Tammany Parish Library

R	E	P	I	V	U	A	P	U	J	N	U	H	C	E	R	V	R	M	J
H	T	C	Q	R	E	D	D	A	F	F	U	P	X	O	G	F	D	S	T
O	I	Y	F	N	B	E	K	A	N	S	E	L	T	T	A	R	X	C	D
G	P	P	Y	T	H	O	N	L	N	A	Q	C	S	N	H	F	V	A	C
N	E	R	U	W	M	A	M	B	A	R	I	T	G	A	A	D	H	L	Y
O	G	Y	T	C	L	C	B	O	F	R	L	S	D	B	A	X	I	X	L
S	G	H	T	U	O	M	N	O	T	T	O	C	M	E	H	O	E	S	S
E	S	R	C	O	E	U	E	S	C	L	K	A	H	G	L	Y	N	K	A
D	E	K	A	N	S	G	N	I	K	R	M	R	H	C	D	A	O	I	R
S	E	F	N	O	S	O	W	H	T	K	E	W	N	K	K	S	B	N	B
N	G	U	X	I	C	G	U	Y	C	P	G	J	W	E	T	A	W	D	O
A	X	A	K	A	T	S	P	A	P	U	A	S	O	L	B	A	A	X	C
K	Y	T	O	K	M	G	L	O	H	B	F	N	T	B	C	P	J	L	J
E	L	B	R	S	D	B	C	I	W	A	A	X	N	B	A	Q	L	J	H

Fangs
Cottonmouth
Scalyskin
King snake
Puffadder
Eggs
Hog nosed snake
Python
Mamba
Snake
Rattlesnake
Boa Constrictor
Pit
Black Mamba
Cobras
Viper
Copperhead
Jawbone

TRAIL GAME

Have fun organizing a trail ride with this memory game. Ask the children to sit in a circle. Select one student to be the "trail boss." The boss stands in the center of the circle and starts the drive by slapping his/her thighs to make a galloping sound, saying, "I'm going on a trail drive and I'll need my ________ (lariat, canteen, chuckwagon, hat, chaps, etc.)." Then the whole class joins in by slapping their thighs until the trail boss calls out the name of a cowboy/girl in the class. The galloping stops to let that child join the trail boss in the center of the circle, repeat the chant, and add a new item to the list. Galloping begins again and the child picks a new cowboy or girl. Begin a new trail drive once you have ten cowboys in the circle.

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UGLY BIRD'S HORSES AND MORE CROSSBIRD PUZZLE

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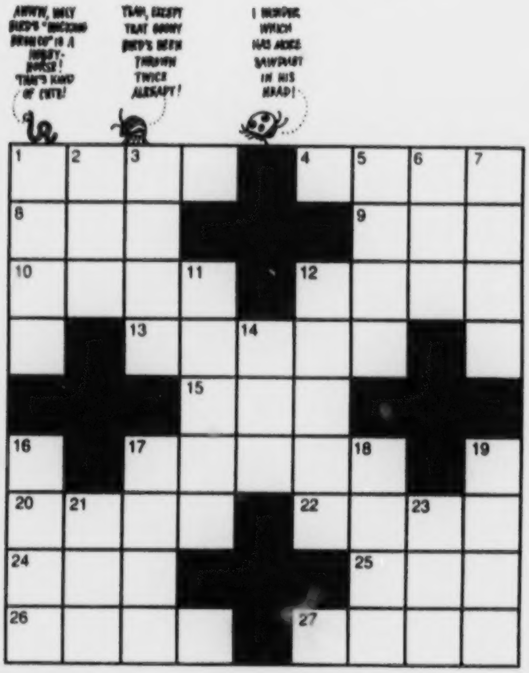
SOLUTION TO PUZZLE

1 R	2 E	3 S	T	■	4 I	5 M	6 P	7 S
8 O	A	T	■	■	■	9 E	A	T
10 C	R	O	11 P	■	12 M	O	D	E
K	■	13 P	A	14 P	A	W	■	P
■	■	■	15 R	U	N	■	■	■
16 O	■	17 U	T	T	E	18 R	■	19 F
20 P	21 O	N	Y	■	22 S	I	23 R	E
24 E	N	D	■	■	■	25 D	Y	E
26 N	E	O	N	■	27 D	E	E	D

Ugly Bird's HORSES and MORE

Crossbird Puzzle

GRAWWK!!
YIPPEE KI-OH
KI-(GRAWWWWK!) BOOGYRIDE'M
BUCK'EM (HIC) WHOA NELLY RIDE'M
HIGH, COWBIRD
YAHOOOOOoooo!!


AWWW, UGLY BIRD'S "BUCKING BRONCO" IS A HOBBY-HORSE! THAT'S KIND OF CUTE!
YEAH, EXCEPT THAT GOOFY BIRD'S BEEN THROWN TWICE ALREADY!
I WONDER WHICH HAS MORE SAWDUST IN HIS HEAD!

1	2	3		■	4	5	6	7
8			■	■	■	9		
10			11	■	12			
	■	13		14			■	
■	■	■	15			■	■	■
16	■	17				18	■	19
20	21			■	22		23	
24			■	■	■	25		
26				■	27			

Across

1. After a race, horses need to ______
4. Mischievous children
8. A frisky horse is "feeling its ______s"
9. Horses ______ grass
10. Short riding whip
12. Pie à la ______
13. A small fleshy fruit
15. The Kentucky Derby is called the "______ for the Roses"
17. To ______ a word
20. Small horse
22. A horse's dad
24. Opposite of beginning
25. To stain with color
26. Colorless gas used in advertising signs
27. Legal document

Down

1. Something no horse wants in its shoe
2. A donkey has long ______s
3. What "whoa" means
5. What a barn cat says
6. What goes under the saddle
7. Tennessee walking horses are high-______pers
11. We're having pony rides at my birthday ______
12. One might braid horses' ______ and tails
14. ______ the saddle on the horse's back
16. Not closed
17. To unfasten or reverse something
18. I want to ______ my horse
19. Horses' hay and oats
21. The Appaloosa is ______ breed of horse
23. Grain used as livestock feed

Solution on page 63

By Brenda Good and Hop-along Gralley

BUT ANTS...?
MMM! CHOCOLATE CHIP COOKIES!

WAGON TRAIN

Scatter children throughout the room. The wagon master walks to one child as all sing the following words to the tune of "If You're Happy and You Know It."

> Won't you come along and join the wagon train?
> Won't you come along and join the wagon train?
> We will blaze the trail before us
> And will sing this Western chorus
> Won't you come along and join the wagon train?

That child places hands on shoulders of the wagon master and they both head for another child. Each adds on to the line until all the children are in the train. Pull the wagons into a circle and be seated for the next activity.

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WILD PILL HICKOK RIDDLES

When did Mrs. Cody stop buying buffalo meat? *When she got her Buffalo Bill.*

What did the blacksmith say when thirty dancing horses walked into his shop? *It's shoe time.*

How do ranch hands count their cattle? *On a cowculator.*

Can you tune a singing cow? *No. But you can tuna fish.*

Why did the tanner cross the road? *To get to the other hide.*

Who delivered the mail on a rocking horse? *The phony express.*

Why weren't there any horse doctors in the Old West? *Horses couldn't get into medical school.*

What do you call a deaf cow? *Anything you want. It won't hear you.*

Which cowboys are buried with their boots on? *Dead cowboys.*

Who's thin, green, tastes good in soup and is a great shot? *Buffalo Dill.*

What kind of horses do cowgirls ride at night? *Nightmares.*
What's yellow and is tied around a cowboy's neck? *A banana bandanna.*

Which law man wears a mask and has a telephone strapped to his horse? *The Phone Ranger.*

Which famous cowboy is the most fun to play with? *Toy Rogers.*

Why was the sheriff's six-shooter out of work? *It was fired.*

What is Wild Bill Hickok's first name? *Wild.*

If a king sits on gold, who sits on silver? *The Lone Ranger.*

What is a cowboy's camera called? *A pix-shooter.*

Why did the cowboy's boots keep falling off? *He like the wide open laces.*

Who rode out of a pharmacy to bring law and order to the Old West? *Wild Pill Hickok.*

Why did Jesse James rob the soap factory? *He wanted to make a clean getaway.*

Is bronco busting steady work? *Off and on.*

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THE WORLD'S TOUGHEST "COWBOY" PUZZLE

One night Sheriff Colt Remington came upon three cowboys sitting around a campfire. He suspected that one of them was the notorious cattle rustler, Tombstone Moe, while the other two were probably trail-hands looking for a job. From experience the sheriff knew that the two innocent cowboys would tell the truth if questioned and that Tombstone was sure to lie.

When the Sheriff asked the first man what he was doing, the cowboy muttered some answer and fainted dead away. The second man quickly spoke up. "He said that he's a cowpuncher and that's the truth! We're both cowpunchers!"

The third man now jumped up and pointed his finger at the second man shouting "That's not true. He's a darn liar!"

With that, Sheriff Remington grabbed one of the cowboys and slapped the cuffs on his saying, "I've heard enough, Tombstone. From now on you'll do your rustling behind the bars of the big state ranch at Abilene!" Which cowpoke did Sheriff Remington slap the darbees on?

Solution: The third cowpoke was the one that the sheriff took into custody. He figured that the statement of the second cowboy had to be true; otherwise the first *and* second cowboys were liars and they were rustlers. This the sheriff knew couldn't be true since he was sure that there was only one rustler at large in his territory.

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Poems

ABOUT INDIANS
by John Ciardi

When Indians are sleepy
They go into a teepee
And close the flap
And take a nap
And dream of antelope and deer
Until a squaw says, "Now see here!
You going to sleep all night and day?
Get up and shoot a bear, I say!
We need the hide. We need the meat.
We need the grease.—Up on your feet!"

Then Indians get up and grunt
And go off in the woods and hunt
And shoot a bear and drag it in
And leave it for the squaws to skin.

At which point, feeling sleepy
They creep back to the teepee
And close the flap
And take a nap.
Then all there is
Is zzzz . . . zzzz . . . zzzz.
Try some. That's right.
Heap fine! . . . good night . . .

"About Indians", DOODLE SOUP by John Ciardi. Text copyright © 1985 by Myra J. Ciardi. Reprinted by permission of Houghton Mifflin Co. All rights reserved.

BIGGER
Dorothy Brown Thompson

The cow is big. Her eyes are round.
She makes a very scary sound.

I'm rather glad the fence is tall—
I don't fell quite so weak and small.

And yet I'm not afraid. You see,
I
I'm six years old—and she's just three.

BILLY THE KID
Anonymous

I'll sing you a true song of Billy the Kid,
I'll sing of the desperate deeds that he did
Way out in New Mexico long, long ago,
When a man's only chance was his own forty-four.

When Billy the Kid was a very young lad,
In old Silver City he went to the bad;
Way out in the West with a gun in his hand
At the age of twelve years he killed his first man.

Fair Mexican maidens play guitars and sing
A song about Billy, their boy bandit king,
How ere his young manhood had reached its sad end
He'd a notch on his pistol for twenty-one men.

"Twas on the same night when poor Billy died
He said to his friends: "I am not satisfied;
There are twenty-one men I have put bullets through
And Sheriff Pat Garrett must make twenty-two."

Now this is how Billy the Kid met his fate:
The bright moon was shining, the hour it was late.
Shot down by Pat Garrett, who once was his friend,
The young outlaw's life had now come to its end.

There's many a man with a face fine and fair
Who starts out in life with a chance to be square,
But just like poor Billy he wanders astray
And loses his life in the very same way.

BOA CONSTRICTOR

By Shel Silverstein

Oh, I'm being eaten
By a boa constrictor,
A boa constrictor,
A boa constrictor,
I'm being eaten by a boa constrictor,
And I don't like it—one bit.
Well, what do you know?
It's nibblin' my toe.
Oh, gee,
It's up to my knee.
Oh my,
It's up to my thigh.
Oh, fiddle,
It's up to my middle.
Oh, heck,
It's up to my neck.
Oh, dread,
It's upmmmmmmmffffffffff . . .

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BUCKAROO BEAR
by Ann Davis, St. Bernard Parish Library

I have a teddy bear,
He has on western wear.
He has a hat.
He has on chaps.
He has on boots.
He has on spurs.
Good grief, he even
has on a neckerchief.

He tips his hat and says, "How Do?"
He can spin his lariat for you.
He says these famous words,
"yeah whoo!"

BURY ME NOT ON THE LONE PRAIRIE
Anonymous

"O bury me not on the lone prairie,"
These words came low and mournfully
From the pallid lips of a youth who lay
On his dying bed at the close of day. . . .

"O bury me not on the lone prairie
Where the wild coyote will howl o'er me.
In a narrow grave just six by three,
O bury me not on the lone prairie. . . .

"O bury me not on the lone prairie
Where the buffalo paws o'er the prairie sea,
Where the buzzard sails and the wind goes free—
O bury me not on the lone prairie. . . .

But we buried him there on the lone prairie,
Where the owl all night hoots mournfully,
And the blizzard beats and the wind blows free
O'er his lonely grave on the lone prairie.

CHARLIE WARLIE HAD A COW

Charlie Warlie had a cow.
Black and white about the brow:
Open the gate and let her through,
Charlie Warlie's old cow.

THE COW
by Robert Louis Stevenson

The friendly cow all red and white,
I love with all my heart:
She gives me cream with all her might,
To eat with apple tart.

She wanders lowing here and there,
And yet she cannot stray,
All in the pleasant open air,
The pleasant light of day;

And blown be all the winds that pass
And wet with all the showers,
She walks among the meadow grass
And eats the meadow flowers.

COWBOYS
Staff, St. Bernard Parish Library

The Cowboys lived out on the prairie.
These animals made their lives scary.

They spend their day upon a horse.
They use their reins to keep on course.

They sit high up in the saddle,
to keep an eye on the roaming cattle.

They see the buffalo, all shaggy and fat,
who has two sharp horns in place of a hat.

The dog with his feet so fast,
makes keeping up a very hard task.

The wiggly snake upon the ground
crawls along without a sound.

COWBOY'S LAMENT
Anonymous

As I was a-walking the streets of Laredo,
As I was a-walking , quite early one morn,
I spied a young cowboy all dressed in his buckskins,
All dressed in his buckskins, all fit for his grave.

"Then beat the drum lowly and play the fife slowly,
Beat up the death marches as they carry me along;
Take me to the prairie and fire a volley o'er me,
For I'm a young cowboy and dying alone.

"Once in my saddle I used to go dashing,
Once in my saddle I used to ride gay;
But I just took up drinking and then to card-playing,
Got shot by a gambler, and dying to-day.

"Go gather around me a lot of wild cowboys,
And tell them the story of a comrade's sad fate;
Warn them quite gently to give up wild roving,
To give up wild roving before it's too late.

"Some one write to my gray-headed mother,
And then to my sister, my sister so dear;
There is another farm dearer than mother,
Who would bitterly weep is she knew I was here.

"O bury beside me my knife and my shooter,
My spurs on my heels, my rifle by my side;
Over my coffin put a bottle of brandy,
That the cowboys may drink as they carry me along.

"Some one go bring me a drink of cold water,
(A drink of cold water," the poor fellow said;)
As they turned the soul had departed,
He had gone on a round-up and the cowboy was dead.

DANDELION

by Hiawyn Oram

The dandelion though but a weed
Like golden cheer does grow
And when its flower has turned to puff
It kindly lets us know
"He loves me, he loves me not, he loves me,
    I KNEW IT!
He loves me, he loves me not—oh,
    Dandelion, YOU BLEW IT!"

From: *Out of the Blue: Poems About Color* by Hiawyn Oram. New York: Hyperion Books for Children, 1993.

THE 57-POUND RODEO KID

When I ride my horse
I show him who's boss.

I turn him to the lift!
I turn him to the right!
I run him up the middle!

I'm glad that big horse doesn't know
His rider is so little.

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GATES OF THE ROCKIES

Down the carved hills the bison come
To the cool wet buffalo wallows.
The monstrous bulls with dripping mane
Splash through the river shallows.
In the bottomlands the elk herd stands
And crops the flower-strewn grass.
By rushes rank along the bank
White swans swim slowly past.

From WEST OF BOSTON by James Daugherty. Copyright © 1956 by James Daugherty. Renewed © 1985 by Charles Daugherty. Used by permission of Viking Penguin, a division of Penguin Books USA Inc.

HAD A MULE

Had a mule, his name was Jack,
I rode his tail to save his back;
His tail got loose and I fell back—
Whoa, Jack!

HEY DIDDLE, DIDDLE

Hey diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such sport,
And the dish ran away with the spoon.

HORSES

The huntsman rides a black horse,
The soldier rides a grey;
To plough and sow,
And reap and mow,
To come and go,
And "Whoop!" and "Wo!",
I'll buy a bonny bay.

From TAIL FEATHERS FROM MOTHER GOOSE by Iona Opie. Text Copyright © 1988 by Iona Opie. By permission of Little, Brown and Company.

I HAD A COW

I had a cow that gave such mild
I dressed her in the finest silk;
I fed her on the finest hay,
And milked her twenty times a day.

JACK BE NIMBLE

Jack be nimble,
Jack be quick,
And Jack jump over the candlestick.

JIM BRIDGER

O'er craggy passes, down beaver stream,
I follow my star and I dream my dream,
As I ride over a trackless way
From Independence to Monterey,
With a Blackfoot arrowhead in my back
And a hundred Sioux upon my track.

I owe the Company for powder and ball,
Been clawed by a grizzly, and that ain't all.
The Crows have stolen my swiftest mare
And my piebald pony, but I don't care.
Careless and free I wander alone
From Santa Fe to the Yellowstone.

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LAY DOWN, LITTLE DOGIES

by Charles Temple

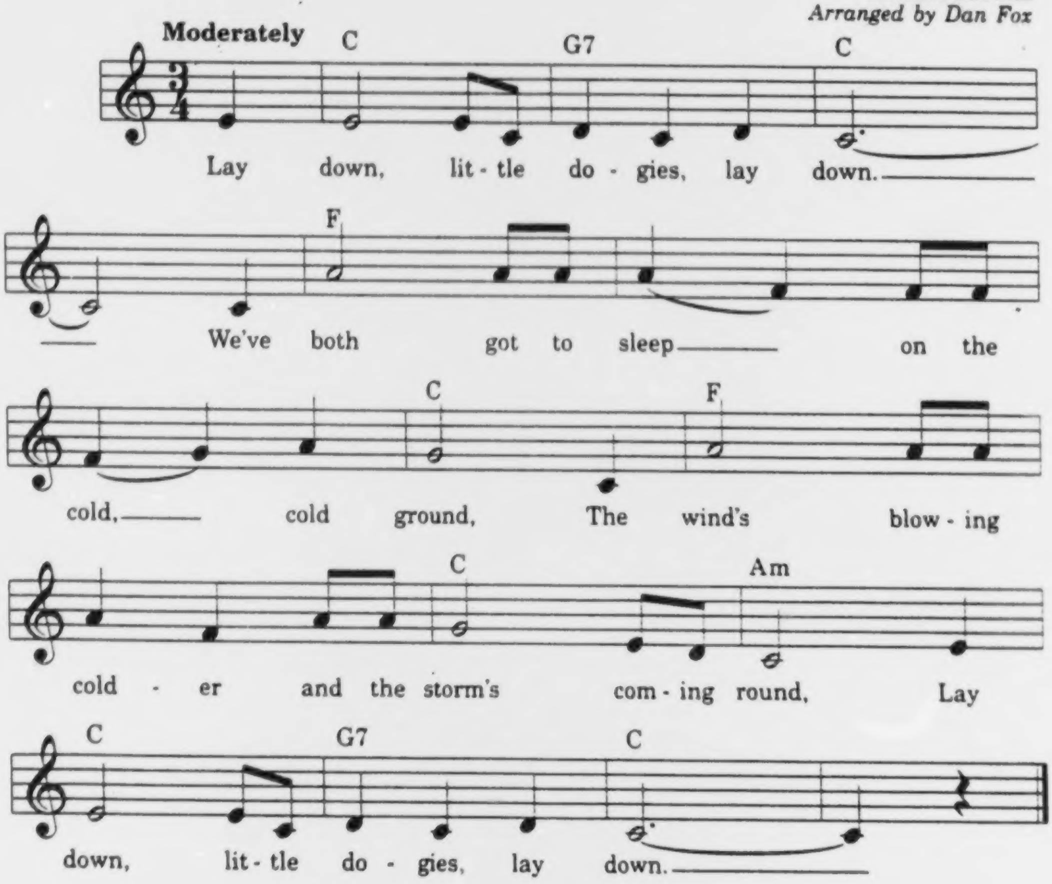
Blue, you asleep?
Nope.
Me neither. Ground too hard?
Nope. Waiting.
Waiting for what?
Something.
What something?
Don't know. I feel like something's about to happen.
The cows are bedded down quiet. What can happen?
Stampede, maybe. Hear that?
Hear what?
Rumbling.
Yeah. Just thunder.
See that?
See what?
Flashing. Yeah. Just lightning. Far off, too.
Getting closer, though. I've been watching.
Blue. What's that?
Uh oh. That's Old Spook stiring. The thunder must have scared him.
That old one-eyed troublemaker. Now he's stood up.
He'll soon spook the other cows. He'll get a stampede going for sure.
Start singing, Blue.
Yeah. You, too. Easy, though:

Lay down, little dogies, lay down.
We've both got to sleep
on the cold, cold ground.
The wind's blowin' colder,
and the storm's comin' round,
Lay down, little dogies, lay down.

Can you still see him, Blue?
I think so. Yeah, He's settled down.
You think the cows will stampede now, Blue?
Nope. Storm's heading off east.
Close one. 'Night, Blue.
'Night, kid.
'Night, cows.

Lay Down, Little Dogies, Lay Down

TRADITIONAL
Arranged by Dan Fox


Moderately
C
G7
C
Lay down, lit - tle do - gies, lay down.
F
We've both got to sleep on the
C
F
cold, cold ground, The wind's blow - ing
C
Am
cold - er and the storm's com - ing round, Lay
C
G7
C
down, lit - tle do - gies, lay down.

Note: A dogie is a young calf. On cattle drives cowboys sang songs like this one to calm the herd and keep them from stampeding. You may be able to find more verses to this song in your library.

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LITTLE BOY BLUE

Little Boy Blue
Come blow your horn,
The sheep's in the meadow,
The cow's in the corn,
But where is the boy
Who looks after the sheep?
He's under a haycock, fast asleep.
Will you wake him?
No, not I,
For if I do,
He's sure to cry.

OUT WHERE THE WEST BEGINS

Arthur Chapman

Out where the handclasp's a little stronger,
Out where the smile dwells a little longer,
That's where the West begins;
Out where the sun is a little brighter,
Where the snows that fall are a trifle whiter,
Where the bonds of home are a wee bit tighter,
That's where the West begins.

Out where the skies are a trifle bluer,
Out where friendship's a little truer,
That's where the West begins;
Out where a fresher breeze is blowing,
Where there's laughter in every streamlet flowing,
Where there's more of reaping and less of sowing,
That's where the West begins.

Out where the world is in the making,
Where fewer hearts in despair are aching,
That's where the West begins,
Where there's more of singing and less of sighing,
Where there's more of giving and less of buying,
And a man makes friends without half trying--
That's where the West begins.

PICKABACK UP TO BED

Up the wooden hill to Blanket Fair,
What shall we have when we get there?
A bucket full of water and a pennyworth of hay,
Gee up Dobbin all the way!

From TAIL FEATHERS FROM MOTHER GOOSE by Iona Opie. Text Copyright © 1988 by Iona Opie. By permission of Little, Brown and Company.

THE PURPLE COW
by Gelett Burgess

I never saw a purple cow,
I never hope to see one;
But I can tell you, anyhow,
I'd rather see than be one.

THE PYTHON
by John Gardner

One afternoon, while sitting in a tree,
God thought up the Python.
He cracked a grin and clapped his hands
And at once got down and made one.

When the Son came by, the Python hissed
When the Son only meant to touch him.
"He's a wonderful kind of snake," said the Son,
"But if I was you, I'd watch him."

The Python from then on did nothing wrong
Till in Eden trouble came,
And Adam and Eve swore up and down
That the Python was to blame.

All Heaven had doubts, but the Python was cleared
By a full investigation;
Yet no one has trusted a Python since.
Beware of a bad reputation.

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THE SNAKE
by Karla Kuskin

A snake slipped through the thin green grass
A silver snake
I watched it pass
It moved like a ribbon
Silent as snow.
I think it smiled
As it passed my toe.

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THE SNAKE
by Jack Prelutsky

Don't ever make
the bad mistake
of stepping on
the sleeping snake

because
his jaws

might be awake.

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A SONG OF GREATNESS
A Chippewa Indian Song
Transcribed by Mary Austin

When I hear the old men
Telling of heroes,
Telling of great deeds
Of ancient days,
When I hear them telling,
Then I think within me
I too am one of these.

When I hear the people
Praising great ones,
Then I know that I too
Shall be esteemed,
I too when my time comes
Shall do mightily.

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WAGONS HO!

Let's go
Across the country
Like folks did
So long ago.
Hitch up the team
Let's pack
The covered wagon.
Get inside.
Wagons, ho!

Roll on
across the prairie

Tall grass
Swishing by—
Swish, swish
Swish, swish

Roll on
Through the river.
Water splashing
at our wheels—
Splash, splash
Splash, splash

Roll on
Over mountains
Foot hills
Rumble by
Rumble, rumble
Rumble, rumble

Roll on
To the new land.
Clear the forest.
Build a home.
Journey's
ended.
We are
settlers.
This was
wilderness.
Now
we're
home!

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WHAT IS GOLD?

Gold is a metal
Gold is a ring
Gold is a very
Beautiful thing.
Gold is the sunshine
Light and thin
Warm as a muffin
On your skin.
Gold is the moon
Gold are the stars;
Jupiter, Venus
Saturn and Mars,
Gold is the color of
Clover honey

Gold is a certain
Kind of money.
Gold is alive
In a flickering fish
That lives its life
In a crystal dish.
Gold is the answer
To many a wish.
Gold is a feeling
Like a king
It's like having the most
Of everything—
Long time ago
I was told
Yellow's mother's name
Is gold . . . .

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Puppets and Puppet Plays

COW

From *Puppet Patterns* © 1988 Edupress, P.O. Box 883, Dana Point, CA 92629. Used by permission.

Making the puppet:
- Cut out and color your cow. Most cows are red, brown, black, or white but use your imagination and make your cow any color you like.
- Glue the head of the cow to the flap of a paper bag. Then glue the body just under the flap.

Puppet play:
Slip your cow puppet on your hand. Help your cow say "moo." Now let it eat some grass. Does your cow want to rest in the grass?

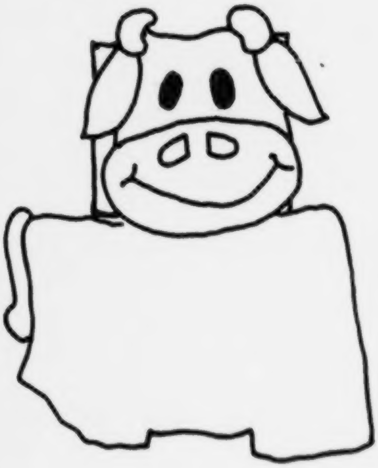
Science:
We make butter from the milk we get from cows. You can make butter by pouring a small amount of whipping cream into a baby food jar. Screw the lid on tightly, then shake the jar vigorously. Continue to shake until a lump of butter separates, leaving a thin milky liquid. Rinse the butter in cold water several times, each time draining off the liquid. Salt to taste and serve with crackers.

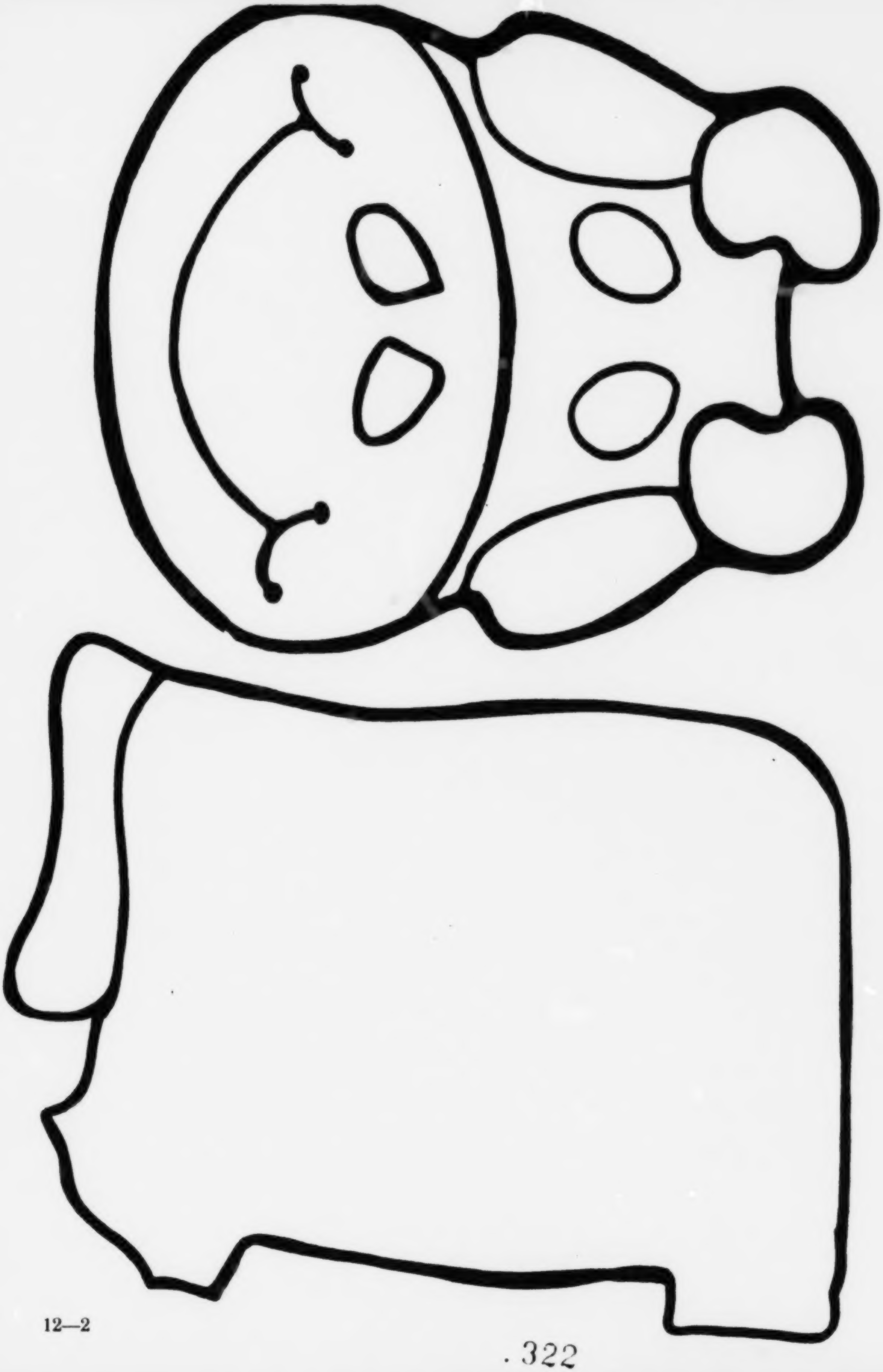
Nutrition:
Serve cheese wedges, cottage cheese, milk butter, cream, yogurt, or ice cream at snack time. These are all dairy products we et from cows. Ask your cow puppet to help you eat the snack she helped to make.

Role playing:
Here is how to be a cow. Get down on your hands and knees. Move around, moo, and chew. Put one arm behind you and flap your tail. Join your cow friends in a line and wander back to the barn.

Listening:
Listen to the poem. Then tell about the things a cow might do.

Cow loves to moo
And chew it's true.
"Mooo, mooo, mooo."
Cow flaps her tail
And fills a pail
Of her fresh milk for you.
Cow wears a bell
So you can tell
When she's on the roam
And at day's end
She joins her friends
And cow comes strolling home.

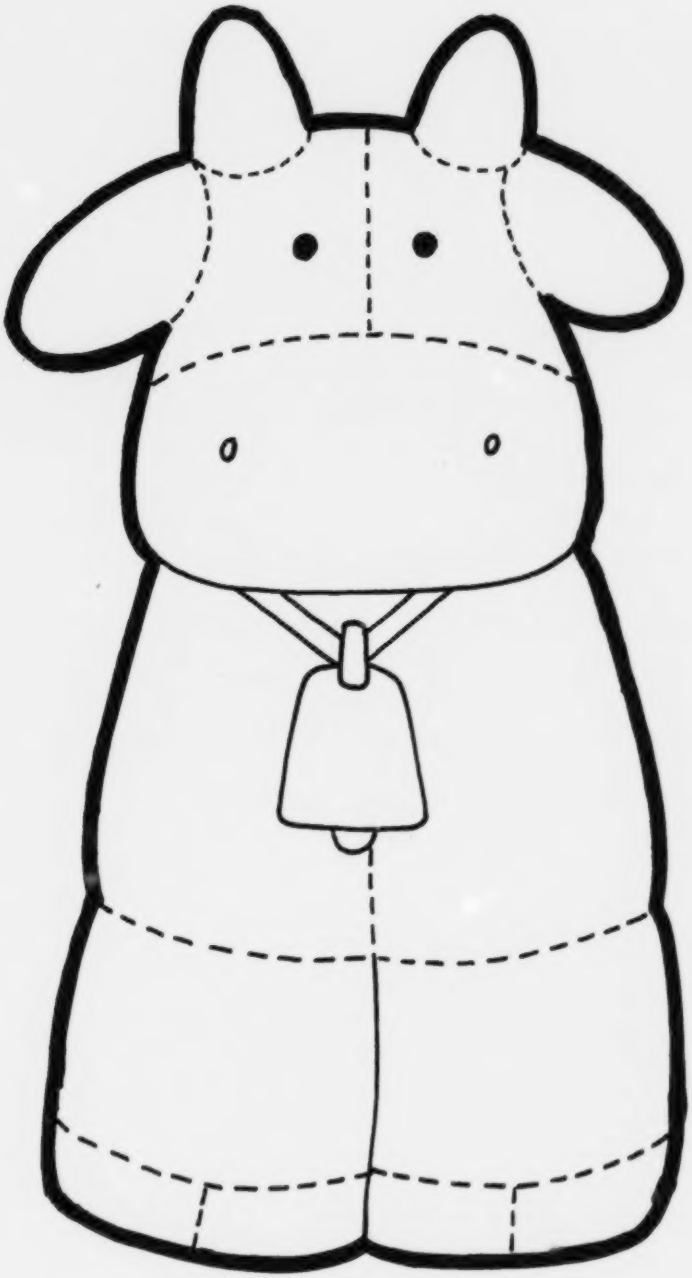


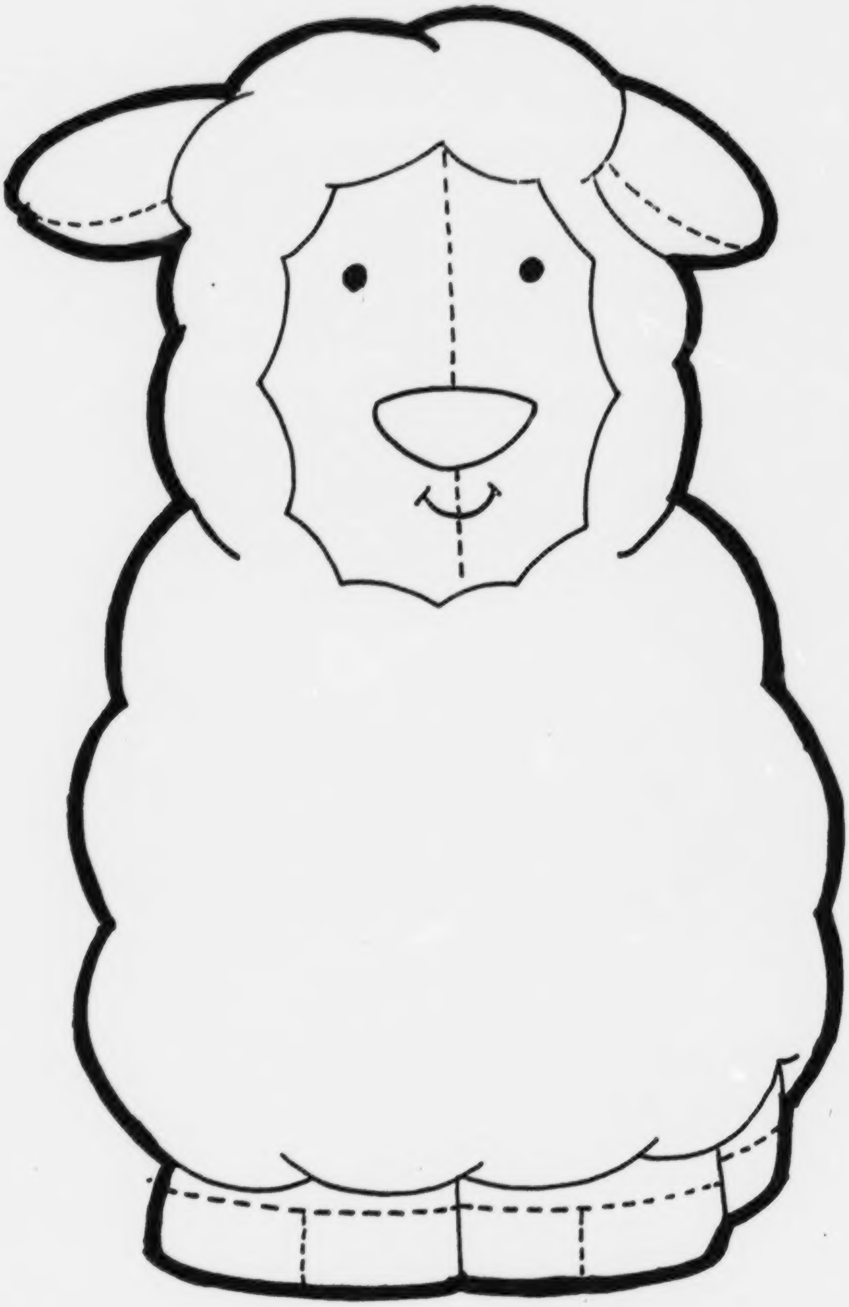


12—2

COW AND LAMB STICK PUPPETS

From *Cow and Lamb Stick Puppets* by Marilyn G. Barr. Reprinted by permission of the publisher, Monday Morning Books, Inc., P.O. Box 1680, Palo Alto, CA 94302, copyright 1990.

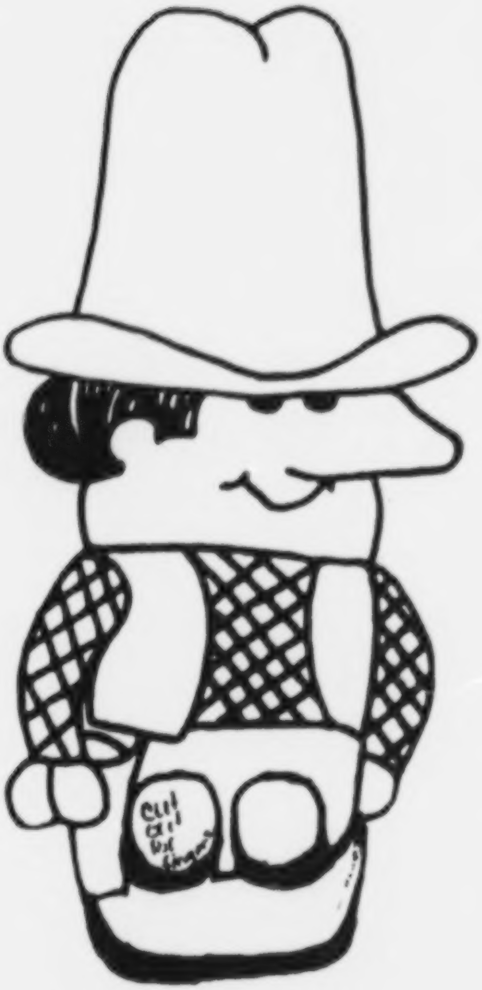




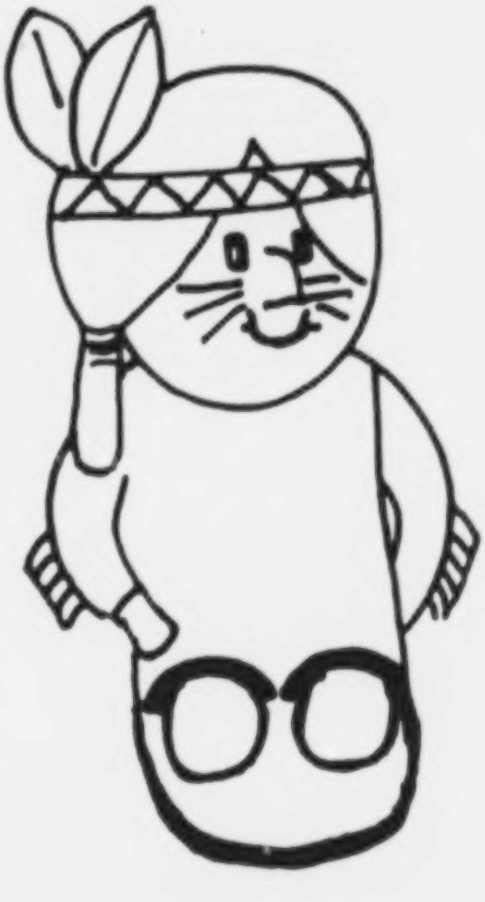
12—4

COWBOY AND INDIAN FINGER PUPPETS

by Ann Davis, St. Bernard Parish Library (adapted from an idea in the *Cub Scout Leader How-To Book*)



cut out for fingers



HORSE OF A DIFFERENT COLOR MERRY-GO-ROUND

Chant:
Up and down,
Round and round,
A bright (pink, green, red, blue, etc.) horse
On a merry-go-round!

Final Stanza:
Up and down,
Round and round,
Merry go, merry go,
Merry-go-round!

Prepare horses of many colors from colored paper and mount them on dowels so the children can hold the horses as if they are on a merry-go-round.

Arrange the children in a circle and practice the chant together. Children will move up on toes on the word "up," then bend knees on the word "down," and move around clockwise on the words "round and round." Everyone pauses on the last line when the horse of a different color is named and the new horse is handed to a child on the merry-go-round.

The verse is repeated until all children are holding horses. Then repeat the chant one last time using the final stanza.

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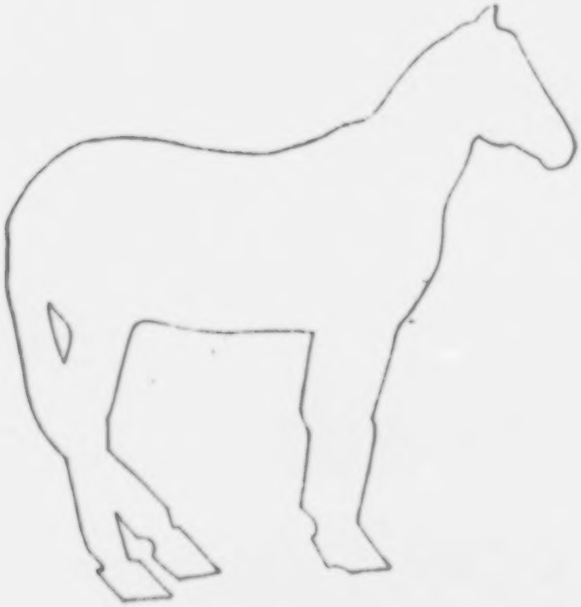
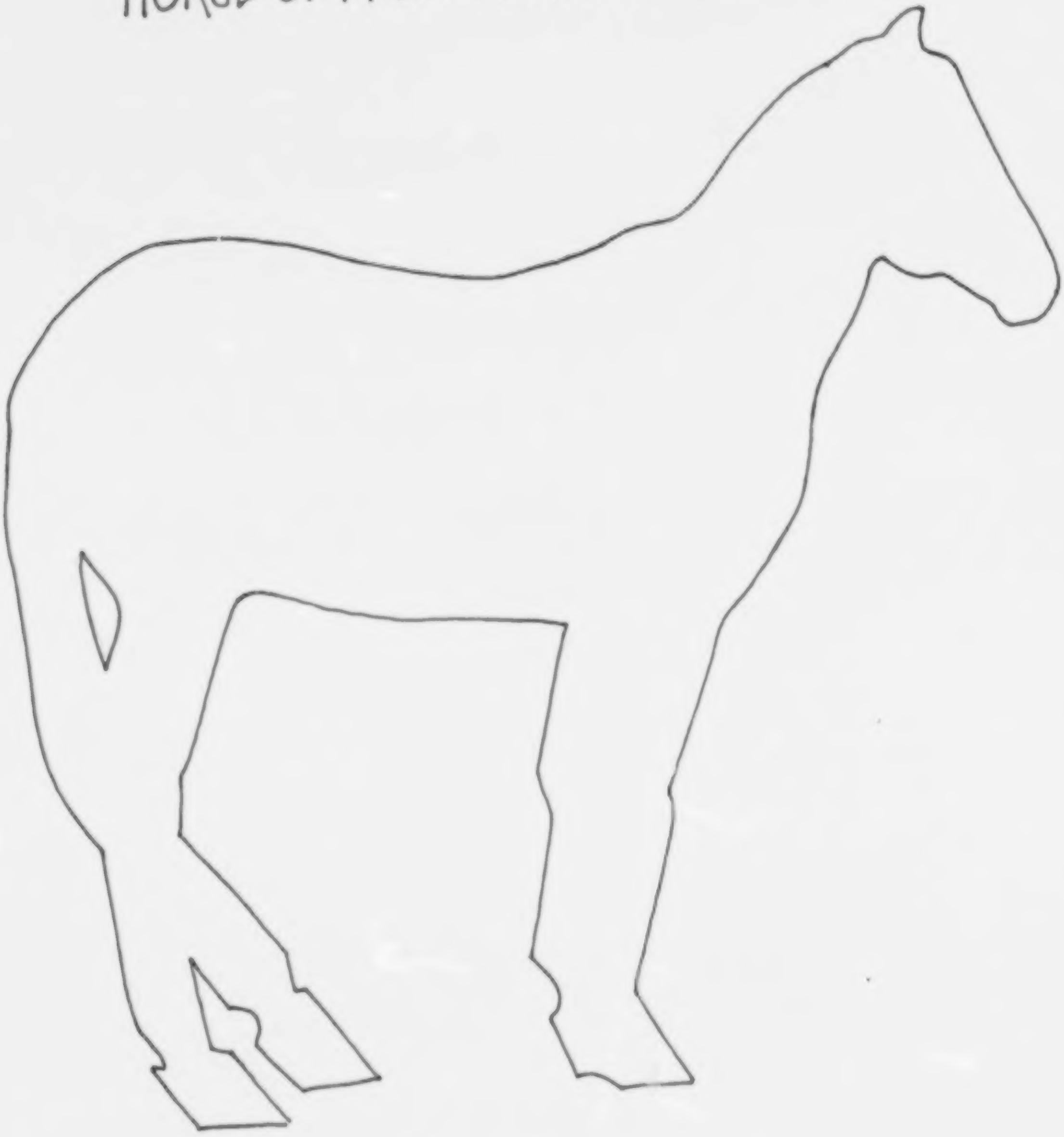


HORSE OF A DIFFERENT COLOR



Songs

AMERICAN INDIANS
(Melody: Ten Little Indians)

Indians* like to hunt for deer
Indians like to hunt for deer
Indians like to hunt for deer
In the deep, deep woods.

Indians like to spear for fish
Indians like to spear for fish
Indians like to spear for fish
In the big blue lakes.

Indians like to paddle their canoe
Indians like to paddle their canoe
Indians like to paddle their canoe
On the flowing rivers.

Indians like to ride their ponies
Indians like to ride their ponies
Indians like to ride their ponies
Up and down the hills.

Indians like to beat their tom-toms
Indians like to beat their tom-toms
Indians like to beat their tom toms
Sitting by the fire.

Indians like to sleep in teepees
Indians like to sleep in teepees
Indians like to sleep in teepees
All through the night.

*You may prefer: Native Americans hunted deer

From: *Sing-A-Song All Year Long*, by Connie Walters. Minneapolis, MN: T.S. Denison & Co. Used by permission.

AT THE RODEO
Sung to: "Mary Had a Little Lamb"

I will ride around the ring,
(Trot around in a circle)
Around the ring, around the ring.
I will ride around the ring
At the rodeo today.

I will ride a horse bareback,
(Gallop around in a circle)
A horse bareback, a horse bareback.
I will ride a horse bareback
At the rodeo today.

I will ride a bucking horse,
(Leap and prance)
A bucking horse, a bucking horse.
I will ride a bucking horse
At the rodeo today.

I will try to rope a steer,
(Pretend to throw rope)
Rope a steer, rope a steer.
I will try to rope a steer
At the rodeo today.

I will win a silver buckle,
(Trot around in a circle)
A silver buckle, a silver buckle.
I will win a silver buckle
At the rodeo today.

Written by: Elizabeth McKinnon. Taken from *Small World Celebrations*. Used with permission of Warren Publishing House, Inc.

BUFFALO GALS

(verse)
1. As I was walking down the street, down the street, down the street,
A pretty little girl I chanced to meet, and we danced by the light of the moon.

(chorus)
Buffalo Gals won't you come out tonight, come out tonight, come out tonight?
Buffalo Gals won't you come out tonight, and dance by the light of the moon?

(verse)
2. I asked her if she'd stop and talk, stop and talk, stop and talk,
Her feet took up the whole sidewalk, and left no room for me.

3. I asked her if she'd be my wife, be my wife, be my wife,
Then I'd be happy all my life, if she'd marry me.

CAROUSEL RIDE
Tune: Did You Ever See A Lassie?

Oh, climb aboard the carousel,
The carousel, the carousel.
Oh, climb aboard the carousel,
This horse is for you!

The music is beginning,
We'll soon all start spinning.
Oh, climb aboard the carousel,
We're waiting for you!

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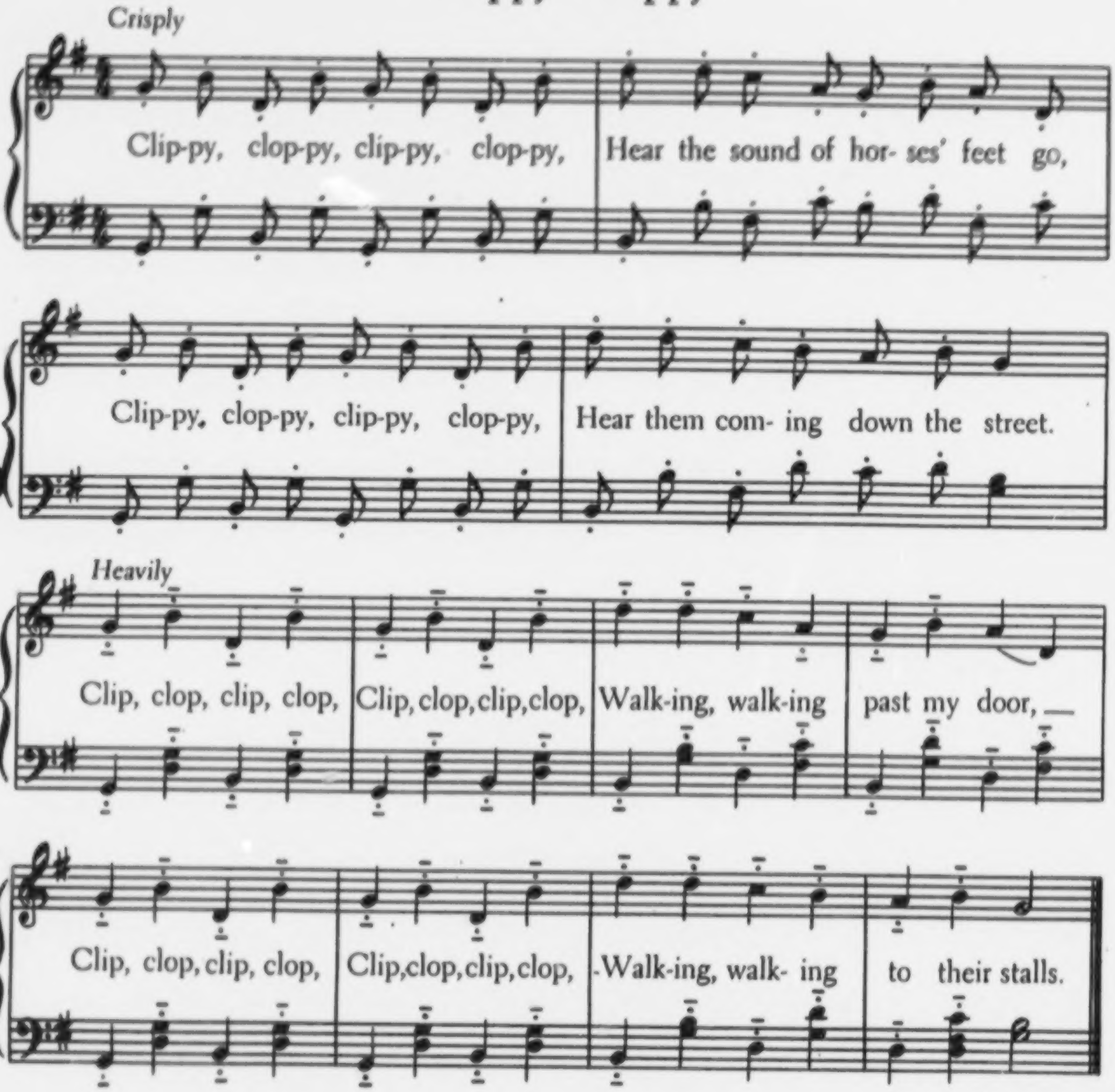
CLIPPY CLOPPY

From *Music Time* by Evelyn H. Hunt, p. 22. Published by The Viking Press, 1947.

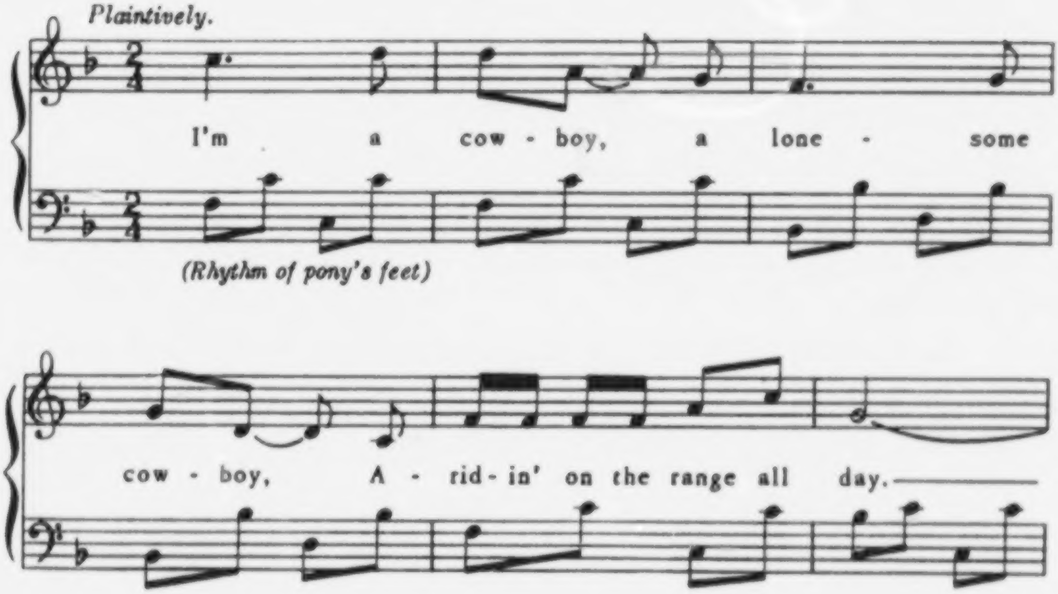
Clippy Cloppy

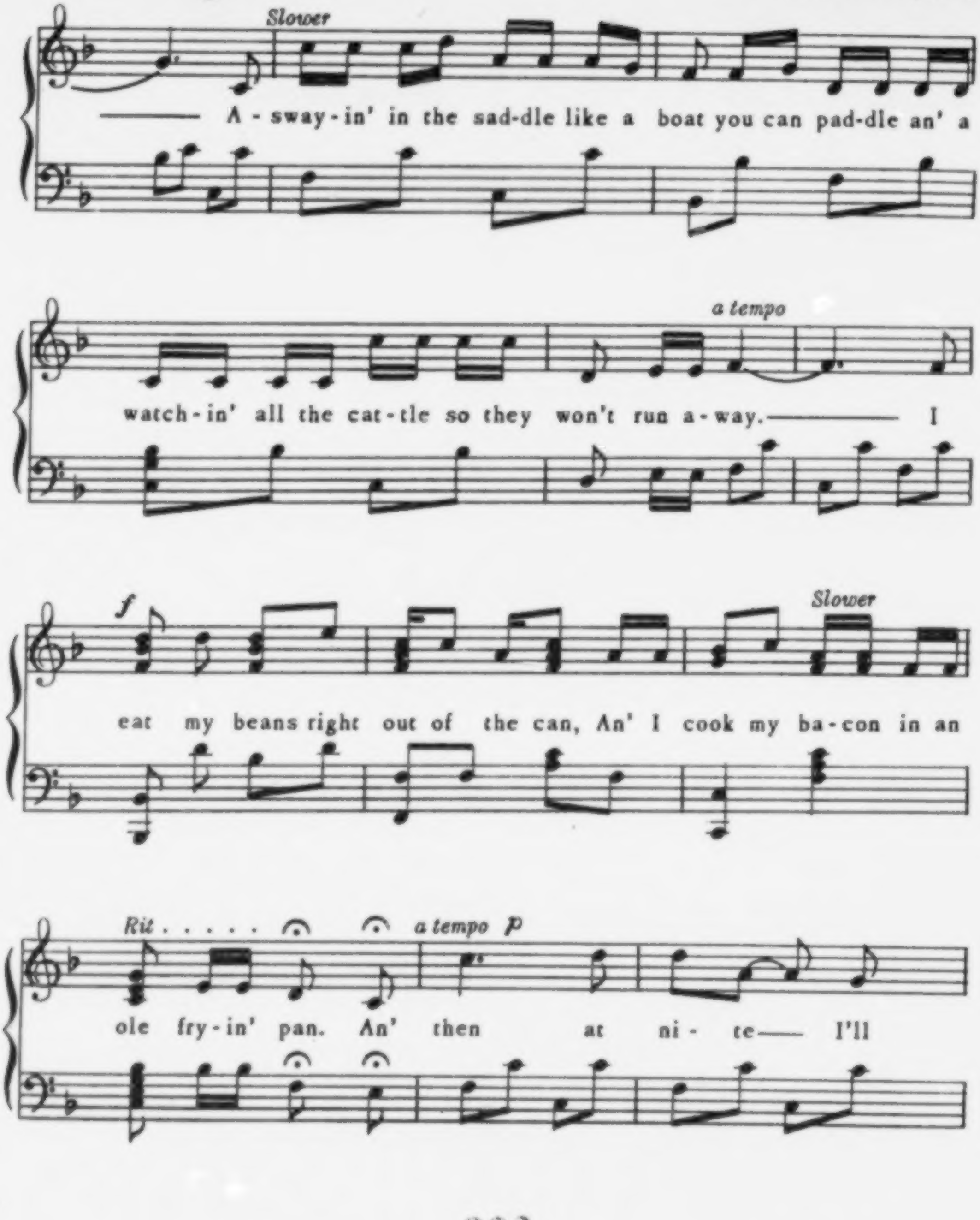

Crisply
Clip-py, clop-py, clip-py, clop-py, Hear the sound of hor-ses' feet go,
Clip-py, clop-py, clip-py, clop-py, Hear them com-ing down the street.
Heavily
Clip, clop, clip, clop, Clip, clop, clip, clop, Walk-ing, walk-ing past my door,
Clip, clop, clip, clop, Clip, clop, clip, clop, Walk-ing, walk-ing to their stalls.

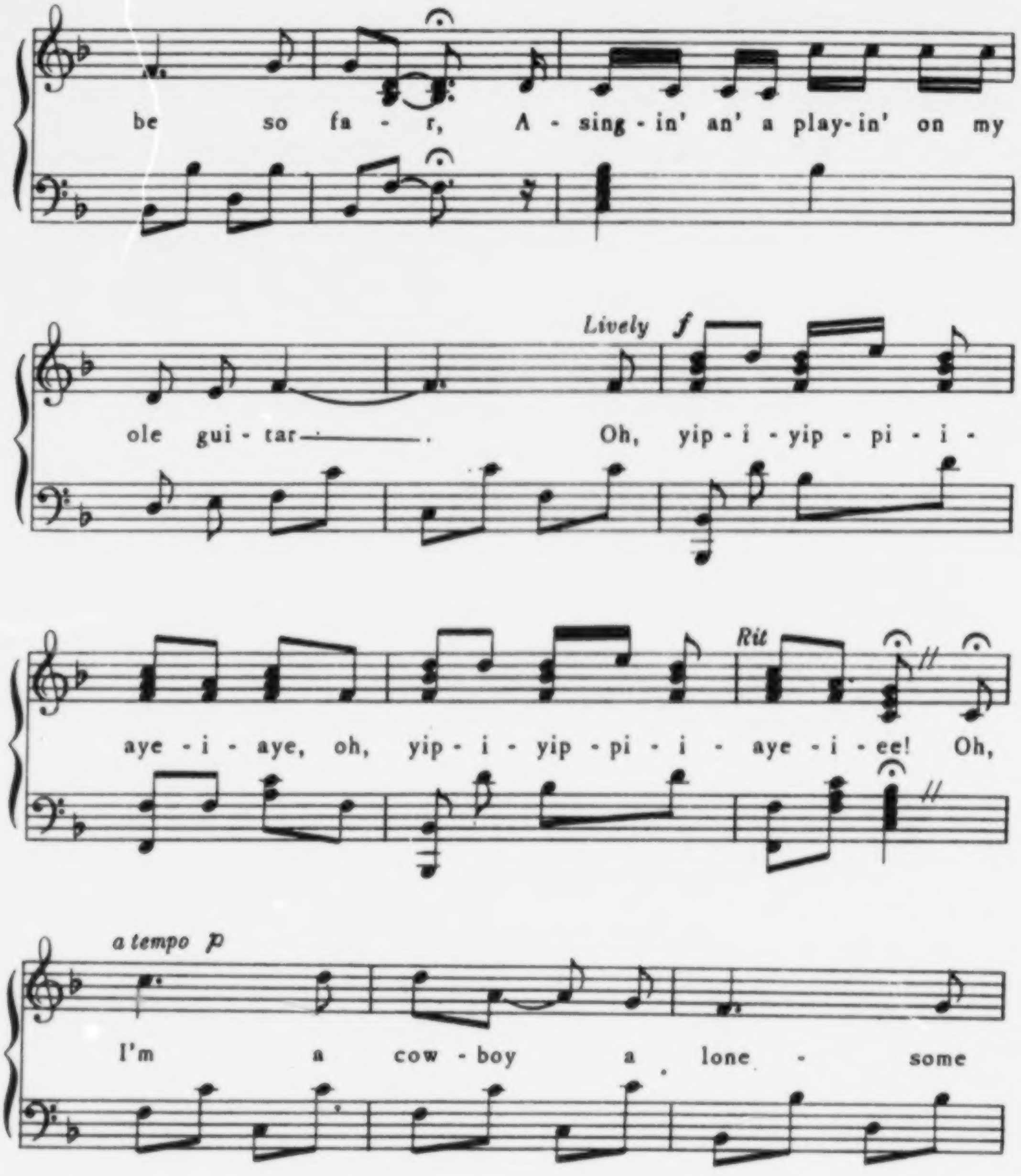
COWBOY SONG

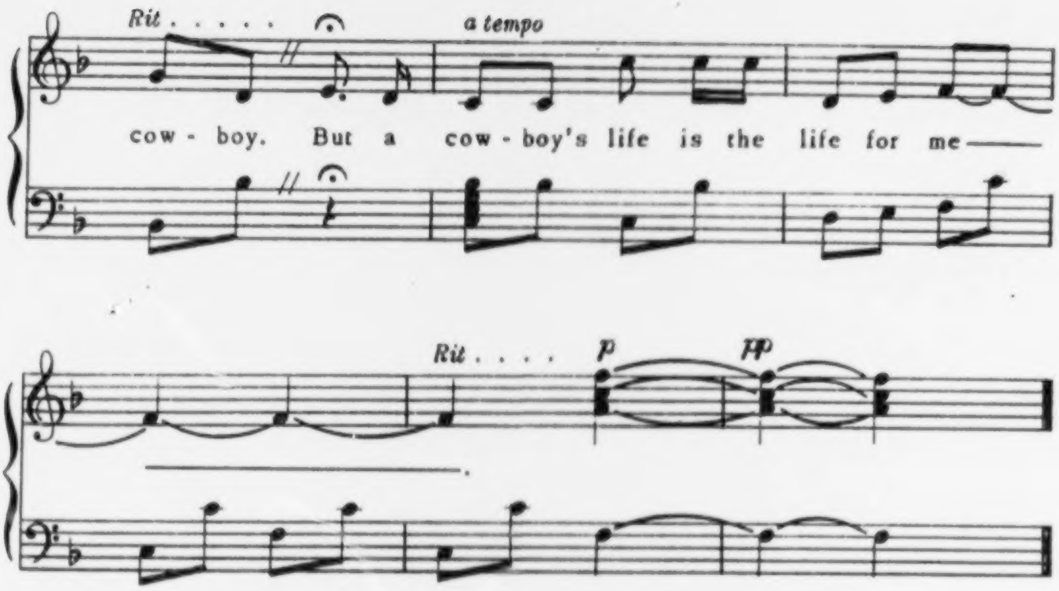
From: *Let's Sing and Play* by Dorothea Wiltrout, Copyright © 1959 by Childrens Press, (R) Inc.

Cowboy Song


Plaintively.
I'm a cow - boy, a lone - some
(Rhythm of pony's feet)
cow - boy, A - rid - in' on the range all day.


Slower
A - sway - in' in the sad - dle like a boat you can pad - dle an' a
watch - in' all the cat - tle so they won't run a - way. I
a tempo
f
eat my beans right out of the can, An' I cook my ba - con in an
Slower
Rit . . . . .
a tempo
p
ole fry - in' pan. An' then at ni - te I'll


be so fa - r, A - sing - in' an' a play - in' on my
Lively f
ole gui - tar. Oh, yip - i - yip - pi - i -
Rit
aye - i - aye, oh, yip - i - yip - pi - i - aye - i - ee! Oh,
a tempo p
I'm a cow - boy a lone - some


Rit. . . . .
a tempo
cow - boy. But a cow - boy's life is the life for me
Rit. . . .
p
pp

Children seated in circle sway gently to plaintive rhythm and dramatize words of song. Shade their eyes to watch the cattle, eat beans, fry bacon, play guitar.

DOWN ON GRANDPA'S FARM

(chorus)
We're on our way, we're on our way
On our way to Grandpa's farm
We're on our way, we're on our way
On our way to Grandpa's farm

Down on Grandpa's farm there is a black and white cow.
Down on Grandpa's farm there is a black and white cow.

The cow, she makes a sound like this: Moo-moo.
The cow, she makes a sound like this: Moo-moo.

(chorus)

Down on Grandpa's farm there is a little yellow duck.
Down on Grandpa's farm there is a little yellow duck.

The duck, he makes a sound like this: Quack-quack.
The duck, he makes a sound like this: Quack-quack.

(chorus)

Down on Grandpa's farm there is a great big pig.
Down on Grandpa's farm there is a great big pig.

The cow, she makes a sound like this: Oink, oink.
The cow, she makes a sound like this: Oink, oink.

(chorus)

Down on Grandpa's farm there is a black and white skunk.
Down on Grandpa's farm there is a black and white skunk.

The duck, he always smells like this: Pee-yuu!.
The duck, he always smells like this: Pee-yuu!.

(chorus)

FARMER IN THE DELL

Children form a ring around one child who has been chosen to be the farmer in the dell, and circle around the farmer singing the first verse. On the second verse, the farmer chooses another child to be the wife and also stand in the center of the ring. On the third verse, the wife chooses a child, and so on through the verses until seven children are standing in the center of the ring. On the last verse, "the cheese stands alone," all the children clap their hands.

1. The farmer in the dell,
   The farmer in the dell,
   Heigh-o, the derry-o,
   The farmer in the dell.

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2. The farmer takes a wife *etc.*
3. The wife takes a child *etc.*
4. The child takes a nurse *etc.*
5. The nurse takes a dog *etc.*
6. The dog takes the cat *etc.*
7. The cat takes a rat *etc.*
8. The rat takes a cheese *etc.*
9. The cheese stands alone *etc.*

GIT ALONG, LITTLE DOGIES

Verse:

As I was a-walking one morning for pleasure,
I spied a cowpuncher a-riding along;
His hat was throwed back and his spurs were a-jinglin',
And as he approached he was singin' this song:

Chorus:

Whoopee ti yi yo, git along, little dogies,
It's your misfortune and none of my own;
Whoopee ti yi yo, git along, little dogies,
You know that Wyoming will be your new home.

Verse:

Early in the springtime we'll round up the dogies,
Slap on their brands and bob off their tails;
Round up our horses, load up the chuck wagon,
Then throw those dogies upon the trail. *(Chorus)*

It's whooping and yelling and driving the dogies,
Oh, how I wish you would go on,
It's whooping and punching and go on, little dogies,
For you know Wyoming will be your new home. *(Chorus)*

Some of the boys goes up the trail for pleasure,
But that's where they git it most awfully wrong;
For you haven't any idea the trouble they give us,
When we go driving them dogies along. *(Chorus)*

When the night comes on and we hold them on the bed-ground,
These little dogies that roll on so slow;
Roll up the herd and cut out the strays,
And roll the little dogies that never rolled before. *(Chorus)*

Your mother she was raised way down in Texas,
Where the jimson weed and sandburs grow;
Now we'll fill you up on prickly pear and cholla,
Till you are ready for the trail to Idaho. *(Chorus)*

Oh, you'll be soup for Uncle Sam's Injuns,
"It's beef, heap beef," I hear them cry.
Git along, git along, git along, little dogies,
You're going to be beef steers by and by. *(Chorus)*

HOME ON THE RANGE

1. Oh, give me a home where the buffalo roam,
Where the deer and the antelope play,
Where seldom is heard a discouraging word,
And the skies are not cloudy all day.

Chorus
Home, home on the range
Where the deer and the antelope play,
Where seldom is hear a discouraging word,
And the skies are not cloudy all day.

2. Where air is so pure and the zephyrs so free,
And the breezes so balmy and light,
That I would not exchange my home on the range
For all of the cities so bright.

Repeat Chorus

3. How often at night, when the heavens are bright
With the light from the glittering stars,
Have I stood there amazed and asked as I gazed,
If their glory exceeds that of ours.

Repeat Chorus

4. I loved the wild flow'rs in this dear land of ours
And the curlew I love to hear scream
I love the white rocks and the antelope flocks
That are grazing on mountain tops green.

Repeat Chorus

I'M A LITTLE INDIAN

(Melody: I'm A Little Teapot)

I'm a little Indian on the go
Here is my arrow and here is my bow
When I go out hunting, hear me shout--
"Bear and buffalo--better watch out!

From: *Sing-A-Song All Year Long*, by Connie Walters. Minneapolis, MN: T.S. Denison & Co. Used by permission.

I'M A LITTLE LEPRECHAUN
Sung to: "I'm a Little Teapot"

I'm a little leprechaun
Dressed in green,
The tiniest man
That you ever have seen.
If you ever catch me, so it's told,
I'll give you my pot of gold!

Written by Jean Warren. Taken from *Short-Short Stories*. Used with permission of Warren Publishing House, Inc.

I'M A LITTLE PILGRIM
(Melody: I'm A Little Teapot)

I'm a little pilgrim on the run
Here is my knife and here is my gun
When I go out hunting, hear me shout--
"Deer and turkey--better watch out!"

From: *Sing-A-Song All Year Long*, by Connie Walters. Minneapolis, MN: T.S. Denison & Co. Used by permission.

I'M A LITTLE TURKEY
(Melody: I'm A Little Teapot)

I'm a little turkey; I like to play
I'm very hungry; I eat all day
When I see the hunter with his gun
Then I know it's time to run!

From: *Sing-A-Song All Year Long*, by Connie Walters. Minneapolis, MN: T.S. Denison & Co. Used by permission.

INDIAN DRUMS
(Melody: Ten Little Indians)

Father Indian beats his drum loudly
Father Indian beats his drum loudly
Father Indian beats his drum loudly
Boom, boom-boom, boom, boom, boom!

Mother Indian beat her drum softly
Mother Indian beats her drum softly
Mother Indian beats her drum softly
Boom, boom-boom, boom, boom, boom!

Little Indian beats her drum quickly
Little Indian beats her drum quickly
Little Indian beats her drum quickly
Boom, boom-boom, boom, boom, boom!

Grandpa Indian beats his drum slowly
Grandpa Indian beats his drum slowly
Grandpa Indian beats his drum slowly
Boom, boom-boom, boom, boom, boom!

Big Chief beats his drum loudly
Big Chief beats his drum loudly
Big Chief beats his drum loudly
Boom, boom-boom, boom, boom, boom!

Bright Moon beats her drum softly
Bright Moon beats her drum softly
Bright Moon beats her drum softly
Boom, boom-boom, boom, boom, boom!

Red Fox beats her drum quickly
Red Fox beats her drum quickly
Red Fox beats her drum quickly
Boom, boom-boom, boom, boom, boom!

Wise Owl beats his drum slowly
Wise Owl beats his drum slowly
Wise Owl beats his drum slowly
Boom, boom-boom, boom, boom, boom!

From: *Sing-A-Song All Year Long*, by Connie Walters. Minneapolis, MN: T.S. Denison & Co. Used by permission.

LOOBY LOO

(Refrain)
Here we go looby loo.
Here we go looby light.
Here we go looby loo,
All on a Saturday night.

(Verse)
I put my right hand in.
I put my right hand out.
I give my hand a shake, shake, shake,
And turn myself about.

I put my left hand in, *etc.*
(Then Refrain)

I put my right foot in, *etc.*
(Then Refrain)

I put my left foot in, *etc.*
(Then Refrain)

I put my feet both in, *etc.*
(Then Refrain)

I put my head way in, *etc.*
(Then Refrain)

I put my whole self in, *etc.*
(Then Refrain)

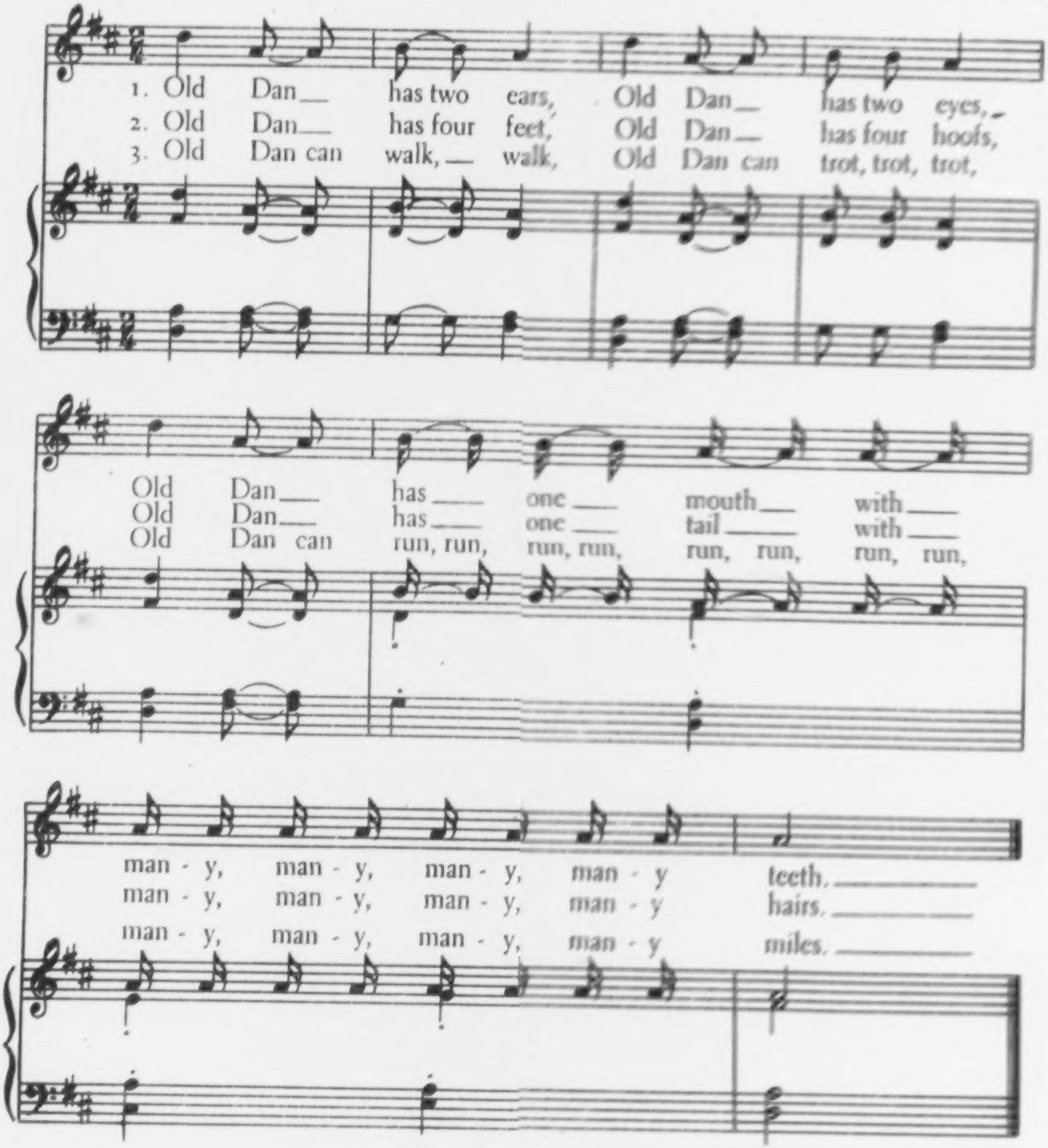
MY HORSE, OLD DAN

From *Music Time* by Evelyn H. Hunt, p. 18. Published by The Viking Press, 1947.

My Horse, Old Dan

Lucy Sprague Mitchell

Harriette Hubbell


1. Old Dan has two ears, Old Dan has two eyes, Old Dan has one mouth with many, many, many, many teeth.
2. Old Dan has four feet, Old Dan has four hoofs, Old Dan has one tail with many, many, many, many hairs.
3. Old Dan can walk, walk, Old Dan can trot, trot, trot, Old Dan can run, run, run, run, run, run, run, run, many, many, many, many miles.

(Cut a clothesline into short lengths, so that children may be horses and drivers.)

OLD BRASS WAGON

Circle to the left, the old brass wagon.
Circle to the left, the old brass wagon.
Circle to the left, the old brass wagon.
You're the one my darlin'

Circle to the right, the old brass wagon.
Circle to the right, the old brass wagon.
Circle to the right, the old brass wagon.
You're the one my darlin'

Everybody in, the old brass wagon.
Everybody in, the old brass wagon.
Everybody in, the old brass wagon.
You're the one my darlin'

Everybody out, the old brass wagon.
Everybody out, the old brass wagon.
Everybody out, the old brass wagon.
You're the one my darlin'

OLD DAN TUCKER

(verse)
1. Went to town the other night
To hear a noise and see a fight,
All the people were running around, saying,
Old Dan Tucker's come to town.

(chorus)
Get out the way, Old Dan Tucker,
You're too late to come for supper,
Supper's over and dinner's cooking
And Old Dan Tucker just standing there looking.

2. Old Dan Tucker's a fine old man,
Washed his face in a frying pan,
Combed his hair with a wagon wheel,
And died with a toothache in his heel.

3. Old Dan Tucker come to town,
Riding a billy goat, leading a hound.
Hound barked and the billygoat jumped,
Throwed old Dan right straddle of a stump.

4. Old Dan Tucker clumb a tree,
His Lord and Master for to see,
The limb it broke and Dan got a fall,
Never got to see his Lord at all.

5. Old Dan Tucker he got drunk,
Fell in the fire and he kicked up a chunk;
Red hot coal got in his shoe,
Lord Godamighty, how the ashes flew!

6. Old Dan Tucker he come to town,
Swinging the ladies 'round and 'round,
First to the right and then to the left,
And then to the one that you love the best.

OLD GRAY MARE

Oh the old gray mare she ain't what she used to be,
Ain't what she used to be,
Ain't what she used to be,
The old gray mare she ain't what she used to be,
Many long years ago.
Many long years ago,
Many long years ago,
The old gray mare she ain't what she used to be,
Many long years ago.

OLD MACDONALD HAD A FARM

1. Old MacDonald had a farm, E-I-E-I-O.
And on his farm he had some chicks, E-I-E-I-O.
With a chick chick here (bob head),
And a chick chick there,
Here a chick, there a chick,
Everywhere a chick, chick,
Old MacDonald had a farm, E-I-E-I-O.

2. duck — quack (flap arms), repeat chick sounds.
3. cat —mew (pet cat), repeat duck, chick sounds
4. cow — moo (milk cow), repeat cat, duck, chick sounds.
5. turkey — gobble (make turkey tail), repeat cow, cat, etc.
6. pig — oink (push up tip of nose), repeat turkey, cow, etc.
7. donkey — hee haw (hands on either side of head), repeat pig, turkey, etc.

RAGTIME COWBOY JOE

He always sings raggy music to the cattle,
As he swings back and forward in the saddle,
On a horse that is syncopated gaited,
And there's such a funny meter to the sound of his repeater.
How they run, when they hear that fellow's gun
Because the Western folks all know,
He's a high faluting, scooting, shooting son-of-a-gun from Arizona,
Ragtime Cowboy Joe.

RED RIVER VALLEY

From this valley they say you are going,
I will miss your bright eyes and sweet smile;
For they say you are taking the sunshine
That brightens our pathway awhile.

O just think of the valley you're leaving
Oh how lonely, how sad it will be;
And just think of the fond heart you're breaking,
And the grief you are causing to me.

Come and sit by my side if you love me,
Do not hasten to bid me adieu;
But remember the Red River Valley
And the cowboy that (girl that has) loved you so true.

TURKEY IN THE STRAW

As I was a-going on down the road,
With a tired team and a heavy load,
I cracked my whip and the leader sprung,
I says day-day to the wagon tongue.

Turkey in the Straw, haw, haw, haw,
Turkey in the hay, hay, hay, hay,
Roll 'em up and twist 'em up a high tuck a-haw,
And hit 'em up a tune called Turkey in the Straw.

TWINKLE, TWINKLE, LITTLE STAR

Twinkle, twinkle, little star,
How I wonder what you are.
Way above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.

THE YELLOW ROSE OF TEXAS

There's a yellow rose in Texas
That I am goin' to see,
No other fellow loves her,
Nobody, only me.
She cried so when I left her,
It like to broke my heart
And if I ever find her,
We nevermore will part.

She's the sweetest rose of color
This fellow ever knew,
Her eyes are bright as diamonds
They sparkle like the dew. .
You may talk about your dearest May,
And sing of Rosa Lee
But the Yellow Rose of Texas
Beats the belles of Tennessee.

Where the Rio Grande is flowing
and the starry skies are bright,
She walks along the river,
In the quiet summer night.
She thinks, if I remember,
When we parted long ago,
I promised to come back again,
And not to leave her so.

Oh, now I'm goin' to find her,
For my heart is full of woe,
And we'll sing the song together,
That we sang so long ago.
We'll play the banjo gaily
and we'll sing the songs of yore
and the Yellow Rose of Texas
Shall be mine forevermore.

Stories

THE BRAVE LITTLE INDIAN

The audience follows the Narrator in the actions below as the story is read.

INDIAN—place hand behind head to make feathers

WALKS—make walking sound by slapping leg

SAW/SEE—shade eyes and look around

CROSSES BRIDGES—pound fists on chest

JUMPS—raise hands above head as if jumping

SWIMS—swish palms against each other

SLAMS—clap hands once

RUNS—slap legs as fast as you can

NARRATOR: Once upon a time there was a brave little INDIAN. He said to his happy little INDIAN friends, "I am going hunting to find a grizzly bear." So he WALKED out the gate and SLAMMED it. He hadn't WALKED far until he SAW a rabbit. But he didn't SEE a bear. So he WALKED on.

Soon he came to a bridge and he CROSSED the BRIDGE. He hadn't WALKED very far when he SAW a deer. But he didn't SEE a bear. So he WALKED on.

Then the brave little INDIAN came to a ditch. He couldn't step across, so he backed up. He said: "I'll JUMP the ditch," and he RAN, faster and faster. He JUMPED and he landed on the other side of the ditch.

He hadn't WALKED very far until he came to a river. He JUMPED into the river and SWAM across. He got out of the river and WALKED on.

He WALKED up a little hill, and just then he SAW the bear! He quickly turned around and RAN down the hill. He JUMPED back into the river and SWAM across quickly. He JUMPED out of the river and RAN on. He quickly CROSSED the BRIDGE. On the other side he SAW a deer, but HE ran on. When he got home, he RAN through the gate and SLAMMED it. He told his INDIAN friends, "I SAW a bear!" The other little INDIANS just said, "Ha!"

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THE BRAVE LITTLE LEPRECHAUN
by Carolyn R. Simmons

Once upon a time, in a deep green forest in Ireland, lived a tiny little leprechaun by the name of Shawn.

Now everyone knows that leprechauns are small—very small, in fact. But Shawn was extra, extra small. Because he was so tiny, the other young leprechauns made fun of him and teased him. But Shawn didn't care. He was smart and brave, and he knew that he was just as good as the others.

Finally the day came for Shawn to leave home and seek his fortune. Like all young leprechauns, he had to go out and find his own pot of gold to bring back and hide in the forest.

Shawn's mother gave him a big kiss and wished him good luck. The other young leprechauns just laughed at tiny little Shawn. "Why, he couldn't carry a pot of gold even if he did find one!" they exclaimed.

Well, Shawn knew that he would find his pot of gold. After all, he was very clever, and being so small was an advantage. He could squeeze into tiny places and hide from the humans who were always out looking for leprechauns.

And so it was that one day, Shawn was hiding in a hollow log from a little boy he had spied running through the forest. Shawn was wondering why such a small boy would be out in the forest alone, when suddenly a low tree limb fell, trapping the little boy under its leafy branches.

Shawn could hear the little boy crying, but he didn't know what to do. His mother had warned him many times to beware of humans. But this one was so young, Shawn just had to help him.

Shawn crept out of his hiding place and peeked through the branches of the tree limb. The little boy wasn't hurt, but he was scared.

Shawn took hold of a branch and tugged with all his might. The tree limb was heavy, but tiny Shawn kept on tugging. Inch by inch, the tree limb began to move. And soon the little boy was able to crawl out from under it.

Just then, a large hand reached down and grabbed Shawn by the coattails. It was a human hand!

"Well, what have we here?" asked a big man.

Shawn tried to slip away. He knew that humans liked to catch leprechauns in hopes of getting their gold. He said, "I am a leprechaun, sir, but please let me go. I have no pot of gold to give you."

"Wait," said the man. "You did a brave thing just now. You risked getting caught to help my son. I don't want any gold from you. Instead, I want to give you a pot of gold for being so brave."

And so it was that Shawn returned home pulling a big pot of gold behind him. His mother gave him a hug and said how proud she was. And even though Shawn stayed just as tiny as ever, the other leprechauns never teased him or made fun of him again.

Written by Jean Warren. Taken from *Short-Short Stories*. Used with permission of Warren Publishing House, Inc.

COWBOY STORY

SHY LADIES	Oh, my!
GUNS	Bang! Bang!
HORSES	Clippity clop (on lap)
TEXAS	"Deep in the Heart of Texas"
COWBOYS	Hi, Partner
OUTLAWS	Stick 'em up
CATTLE	Mooooooooo
INDIANS	Wooo Wooo Wooo Wooo

Once upon a time there was a peaceful little city in TEXAS! In it lived many COWBOYS and SHY LADIES who had a great number of HORSES and large herds of CATTLE. Not far from the little city in TEXAS lived an INDIAN tribe. They had been very friendly to the COWBOYS and SHY LADIES and had not once bothered them or their HORSES and CATTLE.

One day, the big chief of the tribe came to see the COWBOYS. He told them he had heard that there were OUTLAWS on the way to try to rustle all of their CATTLE and HORSES. They were very brave about the whole thing, but the SHY LADIES became afraid and the COWBOYS had to console them be telling them that they would see to it that the OUTLAWS would not harm them.

Meanwhile, the OUTLAWS had been planning to sneak up to the city and steal the CATTLE and HORSES late at night. The little city in TEXAS looked as if it were asleep that night, but in reality the COWBOYS and SHY LADIES were wide awake, and waiting on the outskirts of the city. The OUTLAWS were now in the city, not knowing that they were expected. They quietly walked into the barn, where many of the HORSES and CATTLE were kept, and started to lead the animals out. The COWBOYS surprised the OUTLAWS, pointed their GUNS at them and told them, unless they stopped rustling people's HORSES and CATTLE, they would kill them. Of course, the OUTLAWS didn't want to be killed, so they promised that they would never steal any CATTLE or HORSES again. They got on their HORSES and rode away. The COWBOYS put their GUNS away, and went back into their barn to quiet the HORSES and CATTLE, with the SHY LADIES, while the INDIANS mounted their HORSES and rode away.

(Source unknown)

A GIRL'S BEST FRIEND

Selection from MORE STORIES TO DRAW by Jerry J. Mallett and Timothy S. Ervin. Copyright © 1993 by Jerry J. Mallett and Timothy S. Ervin. Reprinted by permission of Alleyside Press, an imprint of Highsmith Press.

Yuk! It was cold, dark, rainy, and just plain miserable on Tuesday morning. But at six o'clock Sharla turned off her alarm, slowly crawled out of bed, and began dressing. This was the part about having Dot she didn't like. She did it, mind you. But she didn't *like* it. She CREPT DOWN THE STAIRS . . .

. . . and out the back door. She went AROUND THE CORNER of the house to the barn.

She PULLED OPEN the barn doors quickly to get out of the cold damp morning.

Silently she FLICKED ON the bright, warm light.

Once the barn was well-lit, she started toward the OTHER END, where Dot's food was kept.

She put what she needed in the wagon and pulled it back slowly to the front of the barn as loose bits of HAY FELL OFF the wagon.

After she stopped the wagon, she got A WATER BUCKET . . .

. . . and filled it from THE HOSE with clean, clear, icy water.

Shivering all the way, she grabbed an empty coffee can and WENT TO THE GRAIN BIN to fill it with grain.

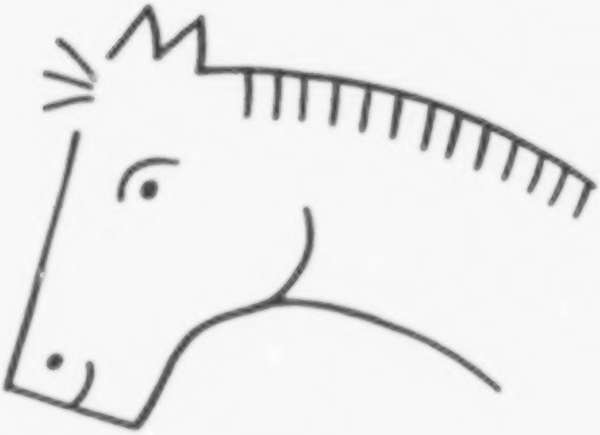
Thinking that the more quickly she moved, the warmer she would stay, she ran to Dot and PUT THE WATER BUCKET DOWN.

Then she SPRINKLED THE GRAIN on top of the hay.

As soon as the last piece of grain fell upon the hay, Dot STRETCHED HIS LONG NECK AROUND his stall door. It was almost as if he was thanking Sharla.

Sharla then knew that having a friend like Dot was worth any trouble on any morning.

What kind of friend was Dot?



GROUNDHOG DANCE

Once seven wolves caught a groundhog.

They said:
"Now we will *kill* you
and EAT YOU UP."

The groundhog said:
"You will *eat* me
I cannot help *that*.

But when you have good food
you should rejoice and give thanks
as the Indian does in his Green Corn Dance.

I have a good song and dance
that I could teach you."

The wolves always like to learn a new song and dance.

So they said:
"All right.
You teach us your song and dance.
and *then*
We'll EAT YOU UP."

Groundhog said:
"I will go to each of seven trees
and I will sing seven songs.
When I sing my songs
you wolves all dance away from me
in a straight line.

When I call 'YUH!'
You wolves all turn
and dance back toward me
in a straight line.

When I have sung my seventh and last song
you may turn and chase me.
The wolf that catches me . . .
He may EAT ME UP."

The wolves lined up
in a very straight line.

Groundhog went to the first tree
and leaned against it.
He began to sing his first song.
He sang:

"HO wi YE a HI . . .
HO wi YE a HI . . ."

And the wolves danced away from him
in a *straight line*.

"Very Good!"
said Groundhog.
"Very good dancing."

Groundhog went to the second tree.
He sang his second song.
He sang:
"HI ya YU u WE . . .
HI ya YU u WE . . ."

And the wolves all danced away from him
in a *straight line*.

Groundhog called "YUH!"

And the wolves danced back toward him
in a *straight line*.

"Very Good!"
said Groundhog.
"Good dancing!"

Groundhog went to each of seven trees.
Groundhog sang seven songs.

The wolves did not know
each tree was a little closer
to Groundhog's hole under an old stump.

When Groundhog came to the last tree
he said:
"Now I will sing my seventh and *last* song.
When I have finished
all of you wolves may turn and *chase* me.
The wolf that catches me . . .
HE may EAT ME UP."

"All right,"
said the wolves.
"All right."

The wolves lined up in a very straight line.
Groundhog sand until the wolves were dancing
far away . . . in a *straight line*.
Groundhog sang:
"HA...ya...HA...Ha...HA...
HA...ya...HA...Ha...HA..."

Then when the wolves were dancing far away . . .
in a straight line.

Groundhog called YUH!
and ran for his hole under the old stump.

All of the wolves turned and chased him
and the first wolf caught him by the end
of his tail just as he popped into his hole.

But the Groundhog's tail broke off.

And the Groundhog got away.

Still
From that day to this
groundhogs have very short tails.

And all groundhogs sing very sweet songs.
If you could only
hear them.

(Notes on telling from author: This short story with its pattern of repetition is easy to learn. The folklore collection from which I learned the tale does not give notation for the groundhog's song, so I have included the tune I made up. You may prefer to make up your own tune. This tale, in your telling, will be far removed from the authentic Cherokee tale. I have even changed the syllables of Groundhog's song in my own tellings in order to add a joke in his final song "Ha ya Ha Ha Ha." I also added the final line about groundhogs singing very sweet songs.

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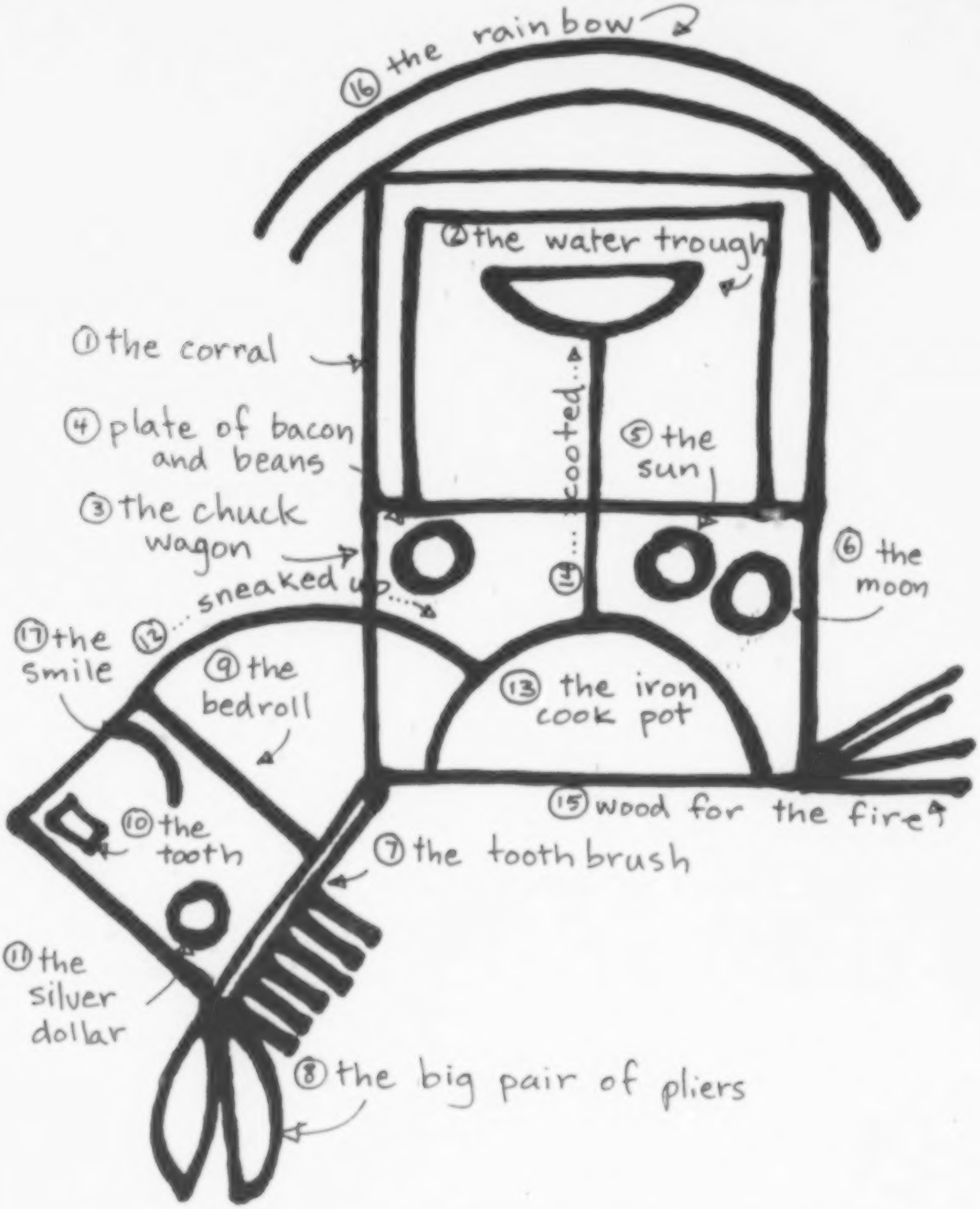
HANK AND THE TOOTH FAIRY

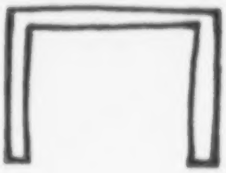
From *Frog's Riddle* by Richard Thompson. Used with permission of Annick Press, 15 Patricia Avenue, Willowdale, Ontario, Canada M2M 1N9.


⑯ the rainbow
② the water trough
① the corral
④ plate of bacon and beans
⑭ scooted...
⑤ the sun
③ the chuck wagon
⑥ the moon
⑫ ...sneaked up...
⑰ the smile
⑨ the bedroll
⑬ the iron cook pot
⑮ wood for the fire
⑩ the tooth
⑦ the tooth brush
⑪ the silver dollar
⑧ the big pair of pliers

HANK AND THE TOOTH FAIRY

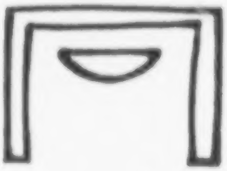
NOTE: You will need to turn the drawing over at the end to see the finished picture. Do your drawing on a piece of paper on an easel or on a transparency on an overhead projector. Obviously, a blackboard won't work.

Hank and Midnight came in off the range after a hard day of herding cows. Hank led Midnight into the corral. [*Right here.*] He took off the old cow pony's saddle and bridle and got him settled down for the night.



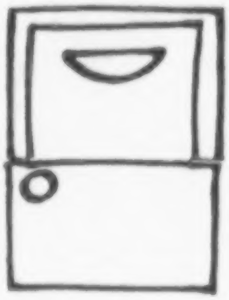
He filled the water trough up so Midnight would have plenty to drink.

He threw in a bundle of hay for his friend's supper.



And once his horse was fed and happy, Hank mosied over to the chuck wagon to see what he could do about filling his own belly.

He got himself a big plate of bacon and beans and settled himself down by the fire. He ate his bacon and beans. He sang some cowboy songs with the other cowboys. He told some cowboy stories and played his harmonica a spell.

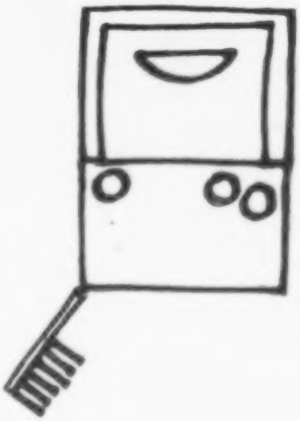


The sun went down, and the moon came up, and by and by it was time for bed.

Hank got out his toothbrush and commenced scrubbing his teeth.

All of a sudden—"Yeowwww!"—one of his teeth started paining him something fearful.

He skedaddled over to the chuck wagon to see if the cook had something that might ease the pain a bit.



The cook took one look at the tooth and shook his head. "She'll have to come out, Hank. No saving her."

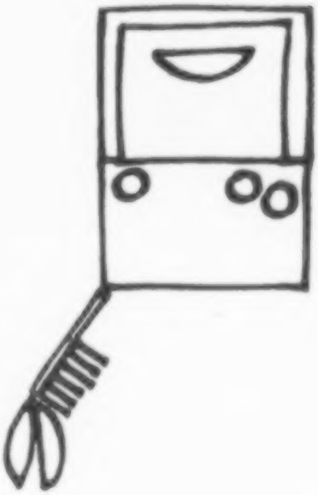
He got a big pair of pliers. He latched onto that tooth, and he pulled.

He pulled, and he wiggled, and he twisted, and pulled some more until, finally—POP!—out came the tooth.

"Well," said the cook, dropping the tooth into Hank's hand. "What you gonna do with this now? She ain't gonna be chewing no more steak, that's for sure."

Hank looked at the tooth. "I kinda thought I might put it under my bedroll. I used to do that when I was a young 'un, and I always got some money."

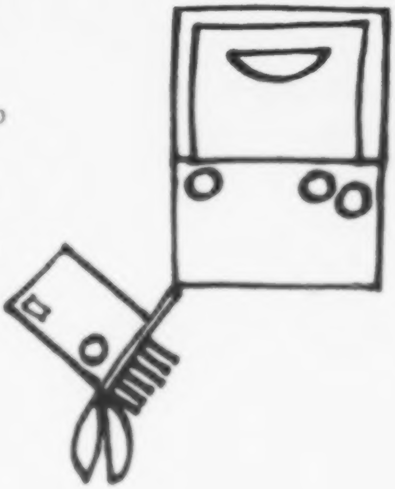
"Can't hurt to try," said the cook.



So when Hank rolled out his bedroll that night, he put the tooth under one corner [*right here*] and he went to sleep.

The first thing Hank did when he woke up in the morning—he felt under his bedroll. By gum, there was a shiny new dollar coin there.

"Hot dog!" said Hank. "That's more than I got when I was a kid. I guess they pay by weight."

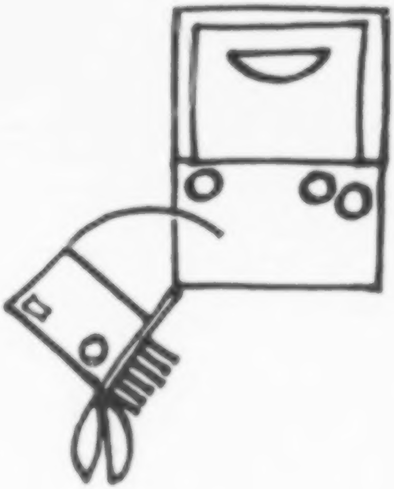


Hank got up, and he was starting to roll up his bedroll when he saw something moving over by the chuckwagon.

"Well, I'll be darned!"

There was the tooth fairy sitting there drinking a cup of coffee.

Hank sneaked up real quiet.



He picked up a big iron cooking pot and he set it down quick, right over the little mite.

"Gotcha!"

From inside the pot Hank could hear the fairy's tiny voice.

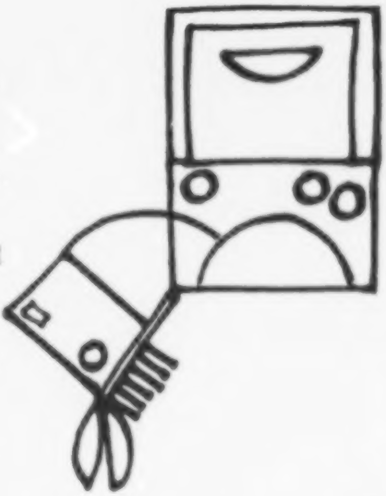
"Please let me go. Please, mister. There's boys and girls all over the world waiting for me to come and fetch their lost teeth."

"I'm gonna let you go," said Hank. "I just want to show you to the cook first . . ."

"No! No! You got to let me go now."

Well, the fairy sounded so sad that Hank just had to let her go.

"Sorry if I scared you at all," he said. "I didn't mean you no harm."



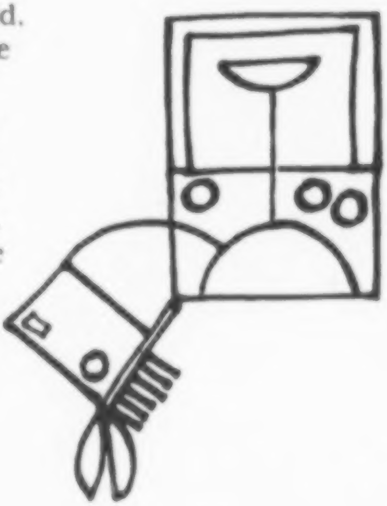
As soon as Hank lifted the pot, the tooth fairy scooted over beside the water trough.

She poked her little head out and she said, "Thank you for letting me go. And because you were kind, I will grant you one wish."

"Ah, heck," said Hank. "I don't need no wish."

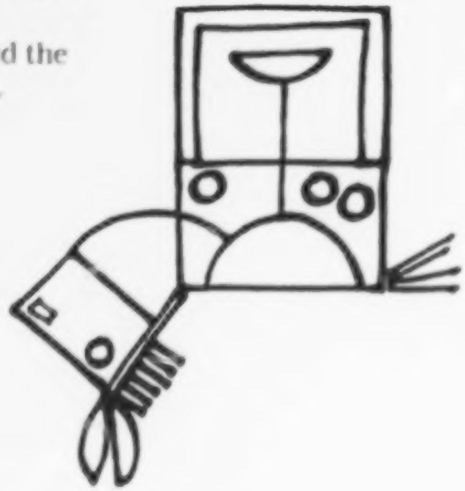
"All the same," said the fairy. "The next time you see a rainbow, turn around once, turn around twice, and half again, and the thing you wish for shall be yours."

And then the fairy disappeared.



Hank went off to collect some wood for the fire, and didn't think much more about it.

Then he saddled up old Midnight, and the two of them headed out onto the range.

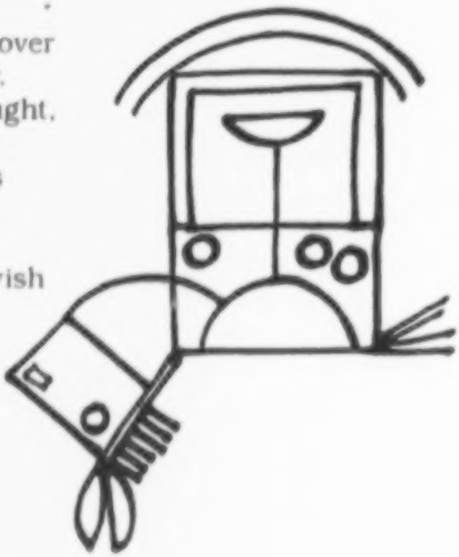


Now it just so happened that a huge thunder storm came rolling in that afternoon. There was thunder! There was lightening! And the rain just came pelting down!

But when the clouds rolled on, there over the hills Hank saw a beautiful rainbow.

Hank scratched his chin and he thought, "I can't think of nothing to wish for for myself, but Midnight—Midnight here is getting kind of old to be chasing after cows."

So he said out loud, "How's about I wish me a new horse."



He got down off Midnight, and he turned around once, and turned around twice, and half again.

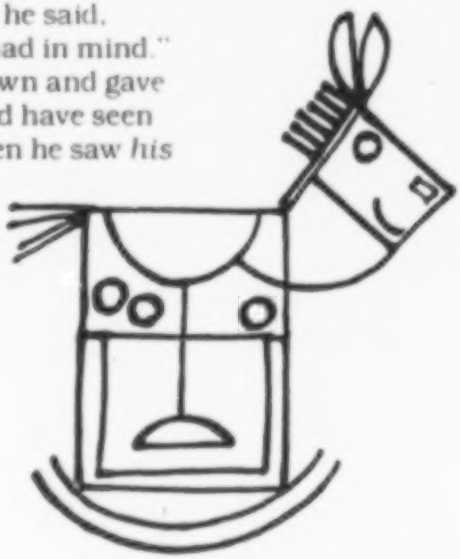
There was a little dazzle of light just by a clump of cactus. Hank looked over . . .

TURN THE DRAWING AROUND...

. . . and there was his new horse.

"That's a new horse alright," he said. "But it ain't exactly the kind I had in mind."

But he took that horse into town and gave it to his nephew. And you should have seen the smile on that boy's face when he saw *his* new horse.



TELLING POINTS

1. This is one of those stories where you turn the image over. Remember not to try it on a blackboard.

THE FURTHER ADVENTURES OF HANK AND THE TOOTH FAIRY

1. If the tooth fairy was to give you one wish, what would you wish for? Discuss. You aren't allowed to wish for more wishes, by the way.

2. Read *The Tooth Witch* by Nurit Karlin (Lippincott).

3. Suppose the tooth fairy had agreed to stay around and meet the cook. Report the conversation that she and Hank and the cook might have had as they sat around the fire drinking coffee.

4. Being a tooth fairy is probably a dangerous and demanding job. What particular problems and dangers would a tooth fairy in the "Old West" have faced? On your own or in a group make a list. Share your list with the class.

5. Learn a cowboy song and sing it (or play it on the harmonica) as part of the story.

6. Would a tooth fairy in the "Old West" have looked different from a modern tooth fairy? Draw a picture. Make a book of portraits of famous tooth fairies throughout history. What would a prehistoric tooth fairy have looked like? What about a tooth fairy of the future?

7. Try telling the story with a cowboy's drawl for Hank's part and a tooth fairy voice—what kind of voice would a tooth fairy have?

8. Tell the story as if you were Hank. You might want to start off by showing your audience a shiny new dollar coin and saying something like: "Let me tell you the story of how I came by this here shiny new dollar coin. You see, my old cow pony, Midnight, and me were out on the range . . ."

HORSE POWER (A Participatory Story)

Make ten grocery bag masks of horses. Select children to wear them in the story and one more child to play the part of Sam who holds a poster board stagecoach. Have the children in costume participate as indicated in the story. Have all children slap on knees, increasing speed as the horses trot, gallop and run.

In Colonial America, stagecoaches were the finest way to travel long distances. Most of them were pulled by teams of two horses. The horses ran fast and pulled hard. After awhile, the horses got tired, the horses got hungry. the driver had to change the team in New York and Boston and Philadelphia and Richmond.

(Give child the stagecoach to hold.) One day Sam started out from New York to Boston to Philadelphia to Richmond, Virginia. In New York he hitched up a team of horses named Abigail and Adam. *(Line up two horses in front of the stagecoach.)* Out on the road they trotted. Then they galloped. Then they ran. By the time they got to Boston, Abigail and Adam were tired. They were hungry. Sam had to change the team. *(Have children playing horses sit down.)*

In Boston, he hitched up a team named Betsy and Benjamin. *(Line up next two horses in front of the stagecoach.)* Out on the road they trotted. Then they galloped. Then they ran. By the time they got to Philadelphia, Betsy and Benjamin were tired. They were hungry. Sam had to change the team. *(Have children playing horses sit down.)*

In Philadelphia, he hitched up a team named Constance and Charles. *(Line up next two horses in front of the stagecoach.)* Out on the road they trotted. Then they galloped. Then they ran. By the time they got to Richmond, Constance and Charles were tired. They were hungry. Sam had to change the team. *(Have children playing horses sit down.)*

But Richmond was the end of the line. Sam had to go all the way back to New York and it was a long trip. One team could not go that far. Sam thought and thought. Then he said, "Whoa! What I need is more horse power!" So he hitched up two horses named David and Debra. *(Line up next two horses in front of the stagecoach.)* Then he hitched up two more horses named Ebenezzer and Elizabeth. *(Line up next two horses in front of the stagecoach.)* He had four-horse power. Out on the road they trotted. Then they galloped. Then they ran. They got to Philadelphia, but they were not tired. They trotted. Then they galloped. Then they ran. They got to Boston, but they were not tired. They trotted. Then they galloped. Then they ran. They got all the way to New York before they were tired and hungry. *(Have horses sit down.)*

Colonial stagecoaches were the finest way to travel. With a four-horse power stagecoach, they became the fastest, too. They still stopped in New York and Boston and Philadelphia and Richmond, but only because those were fun places to visit.

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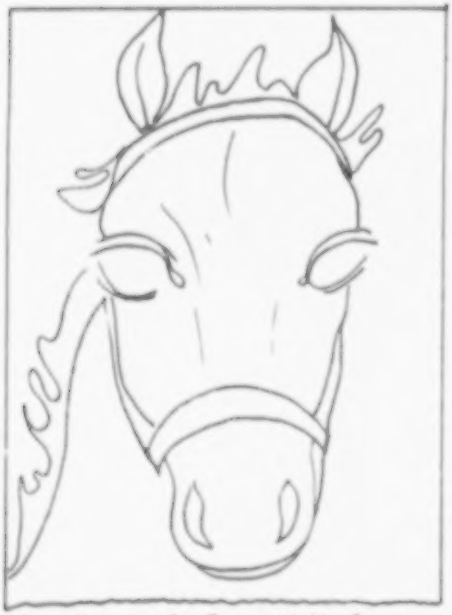
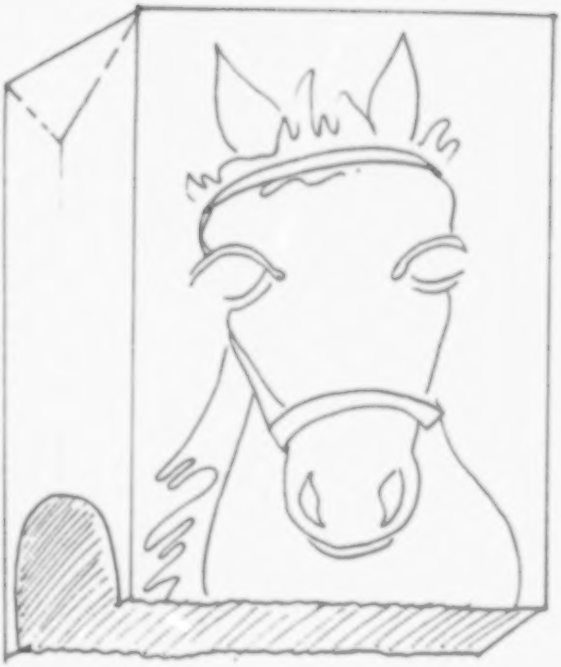
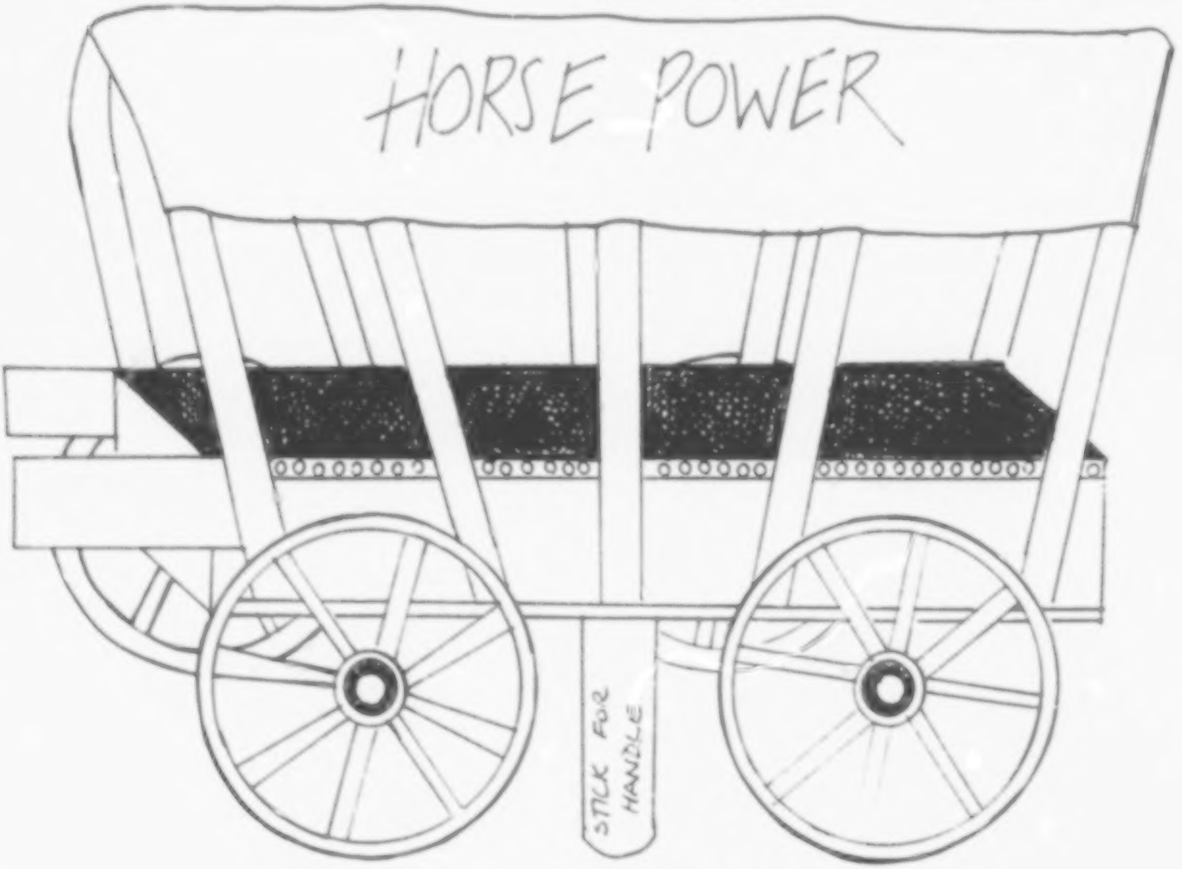


cut out eyes to fit child's face




HORSE POWER
STICK FOR HANDLE

JOHN WINS A BET

by Steve Sanfield

Steve Sanfield, a professional storyteller, has collected tales about High John the Conqueror. These traditional trickster stories were told during the era of slavery in America. High John is always the winner in these earthy and amusing tales.

Watermelons are as much a part of summer in the South as long, lazy days, and there wasn't a farm or a plantation that didn't have its own watermelon patch. When the melons were ripe, some farmers would fill their wagons with the big, green fruit and take them to town to sell.

One of the most successful watermelon peddlers was a man named Dillon, who used all kinds of tricks to attract buyers to his wagon. Sometimes he hired a banjo player to gather a crowd. Other times he held weight-guessing contests. The person whose guess came closest to the exact weight of the melon won it as a prize. Each Saturday the town folks would pay a visit to Dillon's wagon to see what might be going on.

But one Saturday he made a mistake. That day he held up a forty-pounder and said, "I'll give five dollars to anyone who can eat this melon to the rind, but if he doesn't eat it all, he'll have to pay me a dollar for it."

John, who happened to be standing in the crowd, walked up to the wagon and asked, "Will you give me an hour to decide?"

Mr. Dillon thought it was a strange request, but he agreed, providing, of course, that no one else wanted to try. Well, a forty-pound watermelon is about as big as a small dog or a very large cat and nobody else was in a mind to try eating it.

It was still there when John returned an hour later and announced he was ready. He cut the melon open and start eating. He went at it like a man who'd been made hungry by a three-day fever, stopping only to catch his breath and spit huge mouthfuls of seeds. Less than ten minutes after he started, all that was left of that forty-pound watermelon was a pile of white and green rind.

Everyone was amazed at this prodigious display of eating--no one more so than Mr. Dillon himself. He had never dreamed he would lose his bet.

"John," he announced, "you won fair and square, and I'm going to give you that five dollars, but before I do I'd like to know why you needed an hour to decide."

"Well," John replied, "it's like this. I knew I had a watermelon at home that was just about the same size, so I went home and ate it. And figured if I could eat that one, I could eat this one too."

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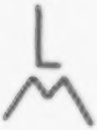
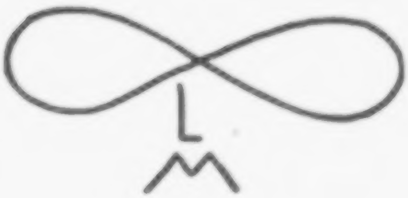
LUKE MAGEE AND THE INDIANS

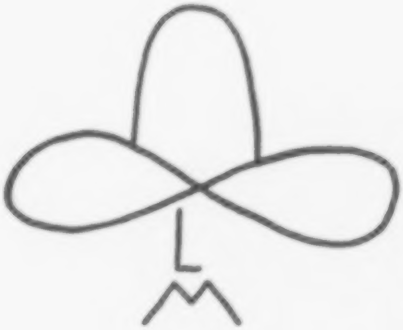
From *Chalk in Hand*, by Phyllis N. Pflomm. Used by permission of Scarecrow Press, copyright 1986.



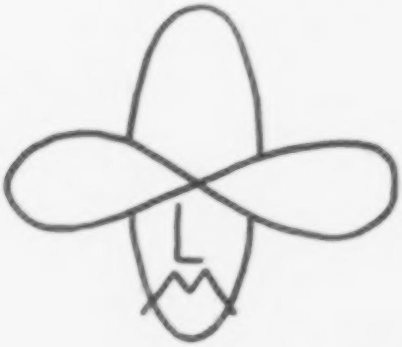
Once upon a time out in the wild west there was a cowboy by the name of Luke Magee. Here's an L for Luke and an M for Magee.



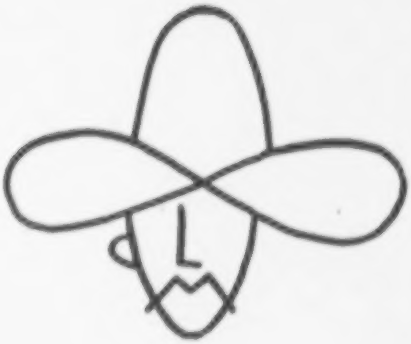
There was nothing that Luke liked better than to take a ride on his horse, and while he rode he would practice his roping. He was so good at roping that he could twirl his lasso around in a perfect figure 8 like this.



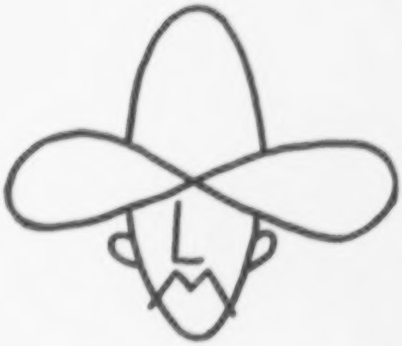
Sometimes he would ride over a hill like this,



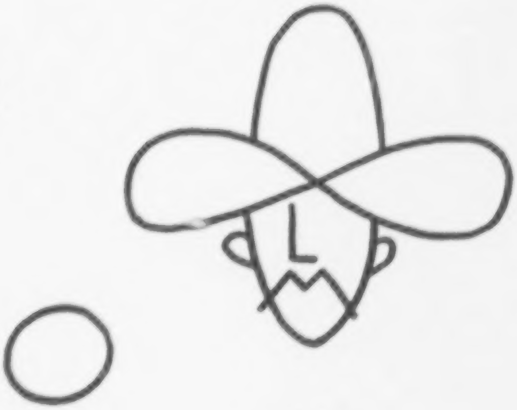
and other times he would ride down into a gully like this.



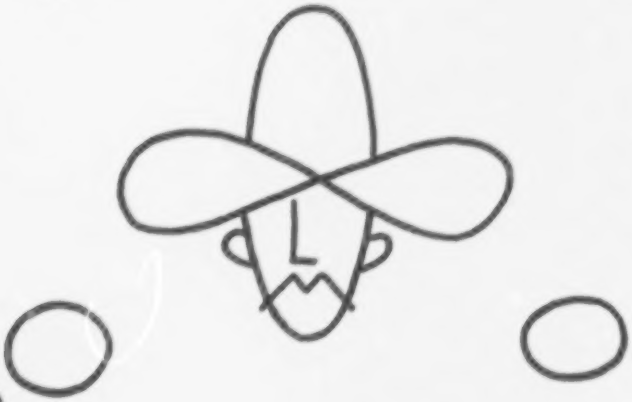
One day while Luke Magee was out a-ridin' and a-ropin', two little Indians were playing at the edge of the gully. The first one was over here,



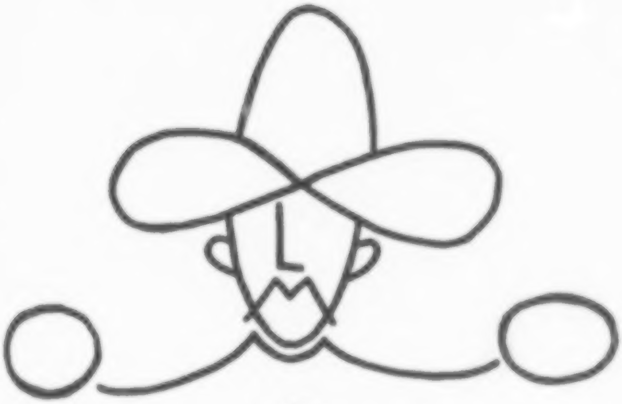
and the second one was over there.



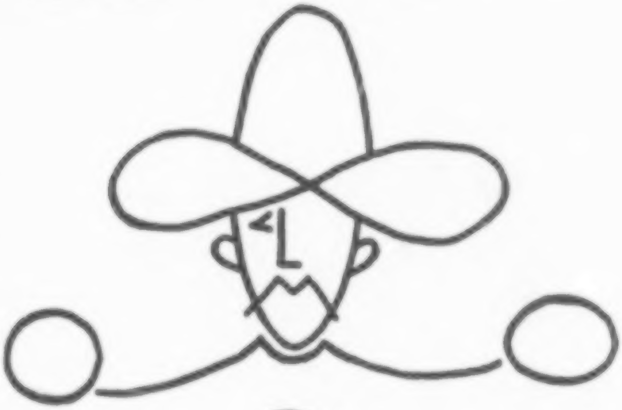
When they heard hoofbeats in the distance, the first Indian ran and hid behind this rock,



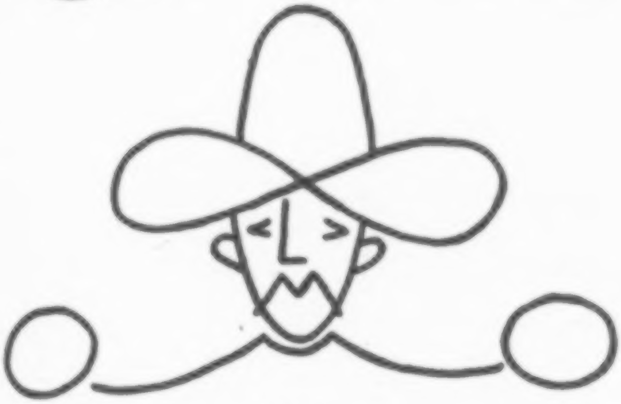
and the second one ran and hid behind that rock.



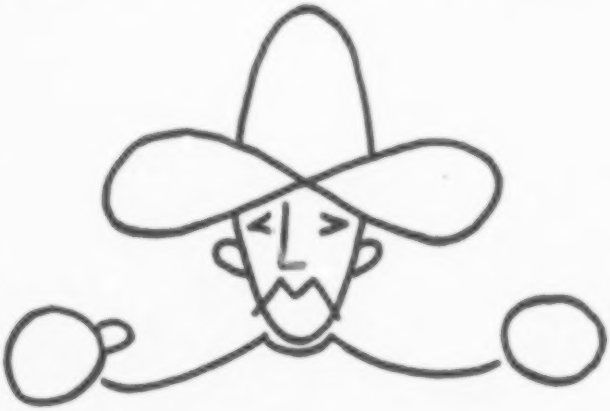
Along came Luke Magee on his horse like this.



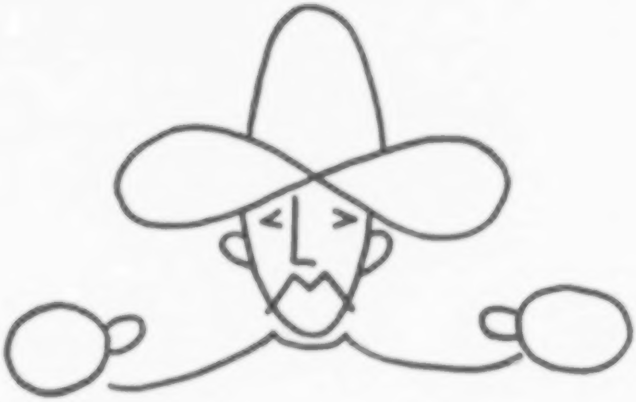
"Whoa!" yelled Luke, and he stopped his horse between the two rocks. He looked hard at this one,



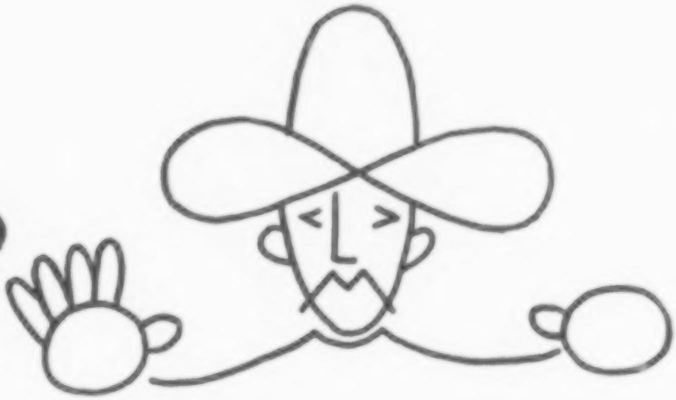
and he looked even harder at the other one.



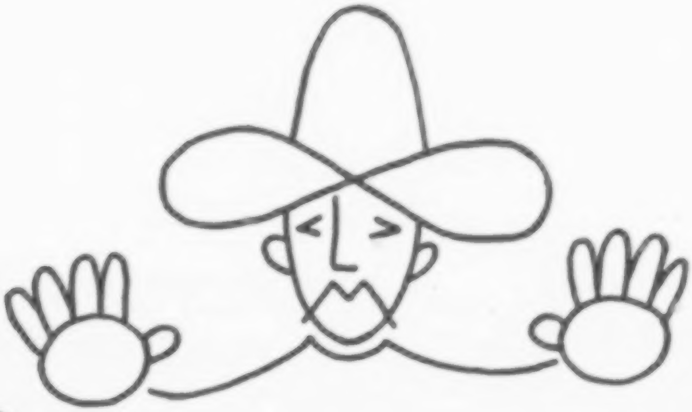
"Who's there?" shouted Luke. "We're Indians," said the first little Indian, and he poked his nose from behind his rock like this.



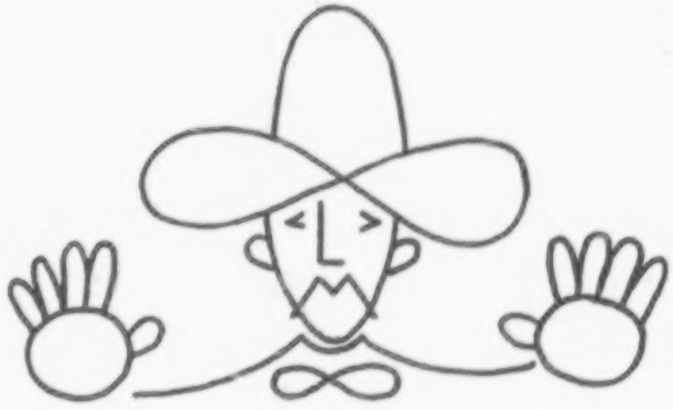
"You'd better leave our hunting ground or we'll shoot you with our bows and arrows," said the second one, and he poked his nose from behind his rock like this.



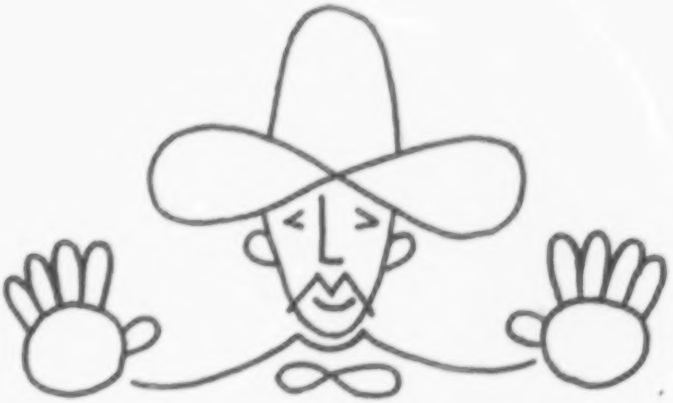
"I don't believe you're really Indians," said Luke Magee. "Oh yes we are," said the first one. "And here are my feathers to prove it." And his feathers came up from behind the rock like this.



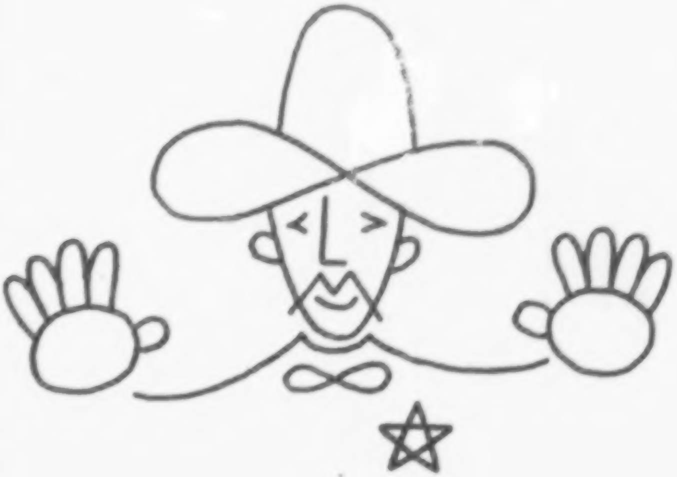
"And here are my feathers to prove it too. Now do you give up?" And the second one's feathers came up from behind his rock.



"You win. I sure do give up," said Luke. "Can't you see my hands are in the air?" So off he rode, and he gave his lasso a nice little twirl like this, a perfect figure 8, of course.



He had a great big smile on his face like this,



because he knew that they were two little Indians who had borrowed their grandfathers' war bonnets to play in that day, but they didn't know that he was the sheriff. And here's his star to prove it.

THE MAGIC FOREST

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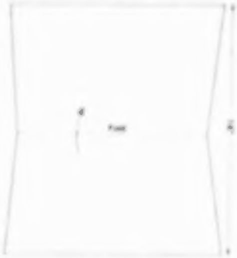
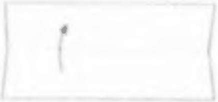
Preparation

You will need a sheet of 8½ x 14" paper and scissors for this story. Fold the sheet of paper in half, widthwise. Now fold it two more times in the same direction, forming a rectangle 8½ x 1¾", as shown in the illustrations.



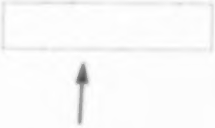
Fold #1

Fold #2



Fold #3

Paper position for story



Final fold

Be sure to hold the final fold *downward* and make your cuts exactly as shown in the illustrations; otherwise the finished product will not work.

Tell the following story while making the cuts as shown in the illustrations.

It was such a strange dream that Little Cloud could think of nothing else. How strange for a Navajo to dream of something he had never seen before! Imagine a tree so large you could climb almost up to the sky—or at least it seemed so in his dream. Little Cloud had never seen a real tree before, so why would he have dreamed of not one, but *many*. Indeed, it had been a forest—a "magic" forest—in his dream.

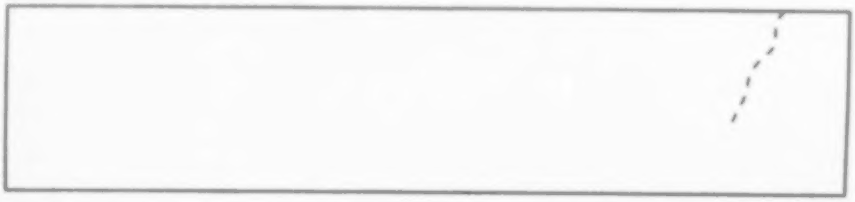
Little Cloud walked with his friend, Lone Wolf, out to the mesa. Sitting on the edge, the two could look down into the deep canyon. It was here that Little Cloud told his friend of his strange dream.

"It's on the far side of this canyon," said Little Cloud. "The magic forest is there . . . I just know it. The great spirit came to me in my dream and told me to find the magic forest. Then he pointed across the canyon in that direction."

Lone Wolf said nothing but simply nodded his head and stared out into the canyon. Without having to say it, the two friends knew what they had to do.

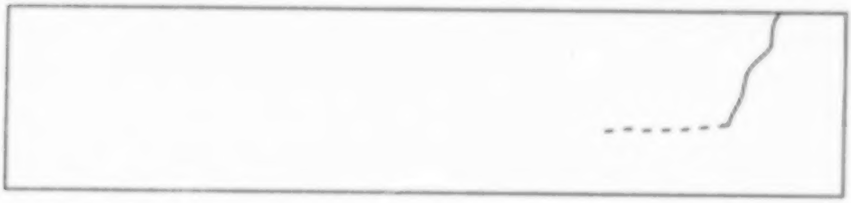
Early the next morning, Little Cloud and Lone Wolf stood at the edge of the mesa. It would be hot crossing the floor of the canyon, so they wanted to get an early start.

DOWN THE CANYON WALL THEY DESCENDED until they reached the canyon floor.

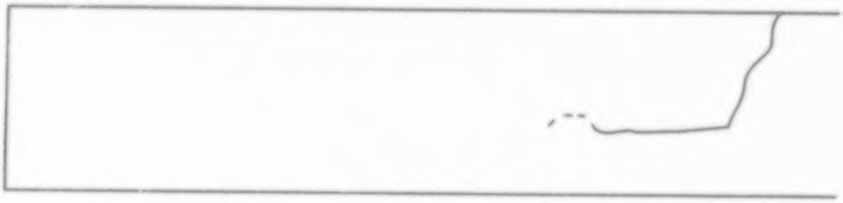


They looked back up the mesa from which they began. They each had the same thought: It would be a lot slower going back up than it was coming down.

Both boys turned away from the wall and began their long journey **ACROSS THE DESERT.**



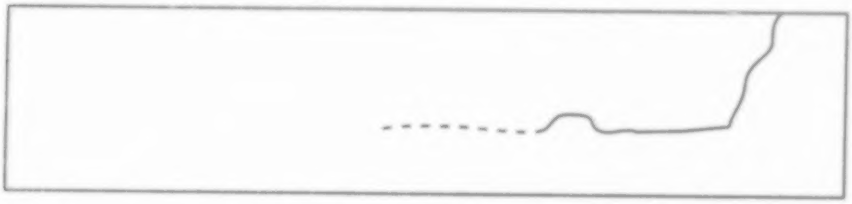
After what seemed like forever, they came to **A SMALL MESA** which they went around.



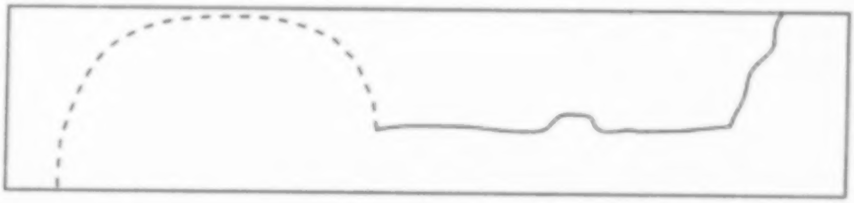
Once on the other side, they stopped to have a drink.

"How much farther?" asked Lone Wolf.

"I don't know," answered Little Cloud. "The Great Spirit only pointed **IN THAT DIRECTION.**"



So the two boys headed off once again into **THE BLAZING SUN** . . .



. . . with hopes of discovering the Magic Forest. *(Begin unfolding paper.)*

Do you think Little Cloud and Lone Wolf ever discovered the Magic Forest?

THE RUNAWAY STAGECOACH

Explain to the children that you are going to tell them a story and they will have to listen very carefully for certain words and phrases. Assign each of the following words and phrases to a group of students.

Stagecoach
Suitcases
Farmer
Elderly Lady
Nearsighted Salesman
Driver
Window
Young Man from the East
Little Girl
Brake (Advanced)
Passengers (Advanced)

It is sometimes better to begin with only a few words and add more each time the story is read. The number of words you use depends on your students' listening ability.

Tell the children to stand up and sit down whenever they hear their word or phrase. Then slowly tell the story in a natural voice, without emphasizing the cues as the children listen and respond.

For more advanced students, you might add two more listening cues. When they hear the word BRAKE, all of the students could respond. When the word PASSENGERS is read, all of the passengers (Farmer, Young Man from the East, Elderly Lady, Little Girl and Nearsighted Salesman) should stand up.

It was a sunny afternoon as the old STAGECOACH plodded up the narrow trail that wound around the mountain. The STAGECOACH was behind schedule, so the DRIVER cracked his whip over the horses' heads. The STAGECOACH was filled with PASSENGERS. There was a YOUNG MAN FROM THE EAST seated next to a WINDOW. Next to him sat an ELDERLY LADY with a LITTLE GIRL. Across from them sat a FARMER and a NEARSIGHTED SALESMAN. The NEARSIGHTED SALESMAN kept checking out his WINDOW to see how the SUITCASES were riding on the top of the STAGECOACH. The LITTLE GIRL kept saying she was hungry but the ELDERLY LADY told her she would have to wait until the STAGECOACH stopped at the next town. Finally the FARMER took an apple out of the sack he was carrying and gave it to the LITTLE GIRL. The ELDERLY LADY thanked the FARMER while the LITTLE GIRL bit into the apple with a big smile.

As the STAGECOACH wound up the steep slope, the DRIVER hollered down for the PASSENGERS to sit still. The ELDERLY LADY held tightly to the LITTLE GIRL. The NEARSIGHTED SALESMAN complained to the YOUNG MAN FROM THE EAST that the STAGECOACH would surely be late now. The FARMER just kept his eyes closed and tried to rest.

As the STAGECOACH neared the top of the slope, one of the wheels struck a large rock. With that jolt, the horses' harness gave way and the STAGECOACH began to roll backward, rapidly gaining momentum. The DRIVER tried to apply the BRAKE but the STAGECOACH just kept going faster and faster. The ELDERLY LADY began to scream and the LITTLE GIRL started to cry. The YOUNG MAN FROM THE EAST attempted to calm the ELDERLY LADY and the LITTLE GIRL, while the NEARSIGHTED SALESMAN gasped for air. The FARMER yelled out the WINDOW for the DRIVER to put on the BRAKE. Just then the PASSENGERS heard a loud crunch as the BRAKE handle broke in half.

Faster and faster the STAGECOACH was rolling. Just then the FARMER gasped as he saw one of the SUITCASES fall to the ground. From that point on it seemed that every time the STAGECOACH hit a bump, more SUITCASES fell off. Rocks, trees, and shrubs seemed to fly by the window as the PASSENGERS neared the point of panic.

"The BRAKE, the BRAKE!" yelled the NEARSIGHTED SALESMAN. "Why doesn't the DRIVER apply the BRAKE?"

"It's broken," shouted the FARMER above the noise.

Then the STAGECOACH reached the bottom of the slope and rolled to a stop. Though the PASSENGERS and DRIVER were quite shaken, they were all happy to be alive.

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SHOWDOWN AT DUSTRATTLE

Explain to the children that you are going to tell them a story, but before you do, you will choose volunteers who will come to the front of the group and portray the different characters in the story. They will each select a mannerism of their character and every time you mention this character in the story, they will do this mannerism. For example, the child portraying Sheriff Star might stand with this hands on his hips, chest out, and then shine an imaginary badge, while the one portraying Emma Mae could shake her finger at people: The characters are:

Sheriff Star—A brave and proud man
Seth, the Sheriff's deputy—A highly nervous little man
Katie Lou—The town gossip
Emma Mae—A bossy old lady
Judd—The extremely polite storekeeper
McEvil—The cruel gunslinger and leader of the Dirty Dorango Gang
Terrabull—The meanest-looking member of the Dirty Dorango Gang

Now tell the story as the children listen for their characters and act accordingly.

It was almost noon and nearly all the people in the town of Dustrattle were locked safely in their homes. The good SHERIFF STAR had on his gun belt and stood bravely in front of his office on Main Street. Next to him stood SETH, his deputy, who was looking nervously down to the far end of town. SHERIFF STAR looked at the building tops up and down Main Street. He could see one or two of the townsmen hiding on each building.

The SHERIFF looked at SETH and said, "The Dirty Dorango Gang is in for a surprise when they come to Dustrattle."

"Yeah," agreed SETH looking like he would have preferred being on top of one of the buildings rather than standing next to SHERIFF STAR. "How many of them do you suppose there are?"

"Oh," said SHERIFF STAR, "around half a dozen, I reckon."

SETH looked up at the SHERIFF and repeated: "Half a dozen. Shouldn't we have more help?"

"Nope," came the SHERIFF's simple reply.

Just then the door to the Dustrattle Mercantile Store slammed closed and the store owner hurried across the street toward the SHERIFF. He was closely followed by two ladies. EMMA MAE was shaking her finger at the store owner but he didn't even seem to notice her. KATIE LOU was simply nodding her head in agreement with her friend.

As the three came closer, SHERIFF STAR said, "What in tarnation are you doing? Don't you know that the Dirty Dorango Gang are due in town any time now?"

"Yes, SHERIFF sir," said JUDD. "I tried explaining this to EMMA MAE and KATIE LOU, but..."

He was cut off by EMMA MAE. "Look here, JUDD. When I ask for a pound of sugar, I expect a pound of sugar."

"Dear lady," said JUDD. "I gave you a pound of sugar."

"Judd, that scale of yours doesn't weigh proper and you know it," said EMMA MAE. Then, looking at the SHERIFF, she added, "And you should do something about that. Why, he's cheating everybody in town!"

KATIE LOU then added, "And I am going to see that everybody in town knows just what you are doing, Mr. JUDD."

SETH, who had been ignoring this commotion, said to the SHERIFF. "SHERIFF STAR, which end of town do you think they'll come from?"

Just then a loud gun blast answered SETH's question and sent JUDD, KATIE LOU and EMMA MAE running into the SHERIFF's office. Down at the far end of town rode the Dirty Dorango Gang. They were heading straight toward the sheriff's office. The leader of the gang, whose name was McEVIL, was on a large black horse and was waving around his gun as he approached the SHERIFF and SETH.

"Me and my boys came to take over this here town," McEVIL said and then shot his gun into the air.

Inside the SHERIFF's office could be heard a scream, and then KATIE LOU said, "They shot the SHERIFF. We're next!"

This was immediately followed by EMMA MAE saying, "They did no such thing. Now be quiet!"

SHERIFF STAR ignored the commotion going on inside his office and said directly to McEVIL. "Look here, McEVIL. This is my town and nobody takes over *my* town!"

This seemed to give SETH more courage and he added, "Yeah...nobody!"

McEVIL turned to one of the ugliest and meanest-looking of his gang members and said, "Well now, just what do you think we should do about this little old town, TERRABULL?"

TERRABULL'S eyes widened as he grunted, "Burn it."

The gang laughed and then McEVIL asked, "And what about this here SHERIFF and his sidekick SETH?"

TERRABULL'S eyes got even wider as he grunted, "Kill 'em!"

This brought an even bigger laugh from the Dirty Dorango Gang.

SHERIFF STAR took a step forward and said, "And that's just what you'll have to do it you think you're gonna stay in my town."

TERRABULL once again grunted, "Kill 'em!"

At that moment SHERIFF STAR gave the signal for all of the men stationed on top of the buildings to open fire. The Dirty Dorango Gang wasted no time waiting for instructions from McEVIL. They simply turned the horses around and flew out of town as fast as horses would take them.

And that is the last time the little town of Dustrattle was ever bothered by the Dirty Dorango Gang.

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Resource List

MAGNETS

The JanWay Company has magnetic picture frames available. Among their designs is a "Wanted Poster" which can be custom printed with your library's name. The center circle, where you put a picture, is printed with "READ" and pops out to provide another magnet. According to their catalog, libraries can combine their order with other libraries (with different imprints) for better pricing. Prices vary from $.66 each to $.27 each. JanWay's address is:

JanWay Company
11 Academy Road
Cogan Station, PA 17728
(800) 877-5242
FAX (717) 494-1350

CRAFTS CATALOG

The S&S Arts and Crafts company has kits for many projects available. Some examples of Native American projects are:

- Kachina Spirit Dolls, $16.19 per pack of 25
- Humming Toy, $15.59 per pack of 50
- Feather Circle Mandalas, $15.99 per pack of 25
- Rain Dance Rattles, $11.89 per pack of 12
- Ojo De Dios Wall Hanging, $11.45 per pack of 25
- Indian Necklace, $24.69 per pack of 50
- Young Brave Armbands, $22.45 per pack of 50
- Bear Claw Necklace, $10.55 per pack of 8
- Southwestern Indian Sand Painting, $20.39 per pack of 50

For more information, or for a catalog, contact:

S&S Arts and Crafts
P.O. Box 513
Colchester, CT 06415
(800) 243-9232
FAX (800) 566-6678

QUILTING

National Quilting Association
P.O. Box 393
Ellicott City, MA 21043
(410) 461-5733

In Louisiana, contact Beverly Gary, (504) 652-3270 (LaPlace), Marion Maerke, (504) 888-1674 (New Orleans/Kenner), and D. Downing, (504) 834-4923 (Cotton Picken - Jefferson Parish).

AUDIO

The Educational Record Center, (800) 438-2637, has two American Indian collections available.

Authentic Indian Dances and Folklore, LP or Cassette with Guide, 4KB 9070, $10.95. Authentic dance steps along with the drumming and chanting of the Chippewas. Included are talk-thru and walk-thru instructions. Ages 5-12.

Myth, Music & Dance of the American Indian, Songbook/Cassette, 4AD 3534C, $19.95. This outstanding collection features an activity oriented sourcebook/songbook of American Indian tradition and culture. The cassette has 24 songs from the 21 tribes referenced in the book. Ages 6-14.

SQUARE DANCING RECORD SUPPLIER

Palomino Records, Inc.
Tom & Pam Dillander
2905 Scenic Drive
Marion, Ohio 43302
(800) 328-3800

THE LOUISIANA SQUARE DANCE ASSOCIATION
1994 LSDA DIRECTORY OF MEMBER CLUBS

3-D Round Dance Club
Oel Futrell
735 Jones Lake Rd.
Strong, AR 71765
501/797-2280

Acadiana Cloggers
Cynthia Broussard
306 S. Philo Dr.
Lafayette, LA 70506
318/981-1914

Activ-8-ers
Bruce & Sue Carter
3310 Redbud Ln.
Shreveport, LA 71108
318/686-4776

Advanced Yellow Rockers
Jim & Jean Thomas
1504 Rue Chartres
Slidell, LA 70458
504/643-7093

Bar None Saddle-ites
Phillip & Betty Prince
629 Newman Ave.
Jefferson, LA 70121
504/734-7906

Bayou Country Cloggers
Kathy Banko
1105 Richmond Dr.
Metairie, LA 70003
504/466-2816

Bayou Promenaders
Elton & Mitzi LeBert
General Delivery
Ragley, LA 70657
318/725-6338

Bayou Rounders
Troy & Sylvia Parsons
814 Holly St.
Lake Charles, LA 70601
318/478-5483

Bayou Square-A-Rounds
William & Jean Woodward
PO Box 297
Bogalusa, LA 70429
504/735-6172

Belles & Beaux
George & Joan Winnon
5263 Winnon Rd.
Bastrop, LA 71220
318/281-2824

Bucanneers
Michael & Sylvia Miccio
8504 Livingston St.
Chalmette, LA 70043
504/271-3327

Cajun Capers
King & Nancy Caldwell
2013 Guillory
Westlake, LA 70669
318/433-4708

Cajun Twirlers
Fred & Joy Drouant
3909 Clearview Pkwy.
Metairie, LA 70002
504/456-2301

Cane Country Swingers
John & Elaine Bacon
406 Parkway
Natchitoches, LA 71457
318/352-9386

Carefree Swingers
Bill & Doris Barner
9454 El Cajon Dr.
Baton Rouge, LA 70815
504/927-1906

Castoffs
Linda Grier
6451 Oak Cluster Dr.
Greenwell Springs, LA
70739
504/261-6143

Cenla Solos
Ted Edinger
313 Flowers Rd.
Pineville, LA 71360
318/640-6804

Charlie's Angels
Sandy Richard
RR 7, Box 342
Lake Charles, LA 70611
318/855-4085

Cross Trail Singles &
Doubles
Bob & Merna Ford
5729 Knight Dr.
Zachary, LA 70791
504/654-4249

Crosstrailers
Arley & Thelma Patten
403 Bayou Oaks Dr.
Monroe, LA 71203
318/343-1889

Danc'N Singles
Kathy Knierim
309 St. Joseph St.
Lafayette, LA 70506
318/264-1860

Denham Dancers
John & Midge Hibbs
16225 Antietam
Baton Rouge, LA 70817
504/752-6267

Dixie Chain
Luisita Schumert
8 Tribune St.
Metairie, LA 70001
504/833-5866

Dixie Cloggers
Patrick Gandolfi
5032 Wade Dr.
Metairie, LA 70003
504/887-5168

Dixie Twirlers
Leward & Marjorie
Montet
RR 4, Box 2984
Abbeville, LA 70510
318/893-0104

Fair City Squares
Winston & Doris Fussell
41573 Hwy. 1056
Franklinton, LA 70438
504/839-2179

Firehouse Squares
Gerald Andre
102 Carol St.
Thibodaux, LA 70301

Flares
Roy & Delmae Breerwood
144 Wolff Pkwy.
Houma, LA 70360
504/872-3839

Gentilly Jubilees
Marye Jane Joly
5801 Arlene St.
Metairie, LA 70003
504/885-0973

Gold Dust Twirlers
Sal & Elaine Tramontana
5218 Marigny St.
New Orleans, LA 70122
504/282-9640

Grand Squares
John & Claire Fielding
13213 Todd Ave.
Baton Rouge, LA 70815
504/275-9753

Happy Times Squares
Harold & Geri Markham
300 E. Celestine St.
Chalmette, LA 70043
504/271-0830

Jeans & Queens
Toxie & Jo Rogers
P.O. Box 34
Bogalusa, LA 70429
504/735-5660

Knight Twirlers
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